



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** FANNIE LOU HAMER FREEDOM HIGH SCHOOL

**DBN (i.e. 01M001):** 12X682

**Principal:** NANCY MANN

**Principal Email:** NMANN@SCHOOLS.NYC.GOV

**Superintendent:** ELAINE LINDSEY

**Network Leader:** ALISON SHEEHAN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jeff Palladino	*Principal or Designee	
Aaron Brodo	*UFT Chapter Leader or Designee	
Heather Flowers	*PA/PTA President or Designated Co-President	
Luis Padilla	DC 37 Representative, if applicable	
Danny Pena Brandon Michaels	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Denise Montes	CBO Representative, if applicable	
Tracy Ocampo Gaskin	Member/ Parent	
Ana Perez	Member/ Parent	
Yvette Lebion	Member/ Parent	
Nathan Larsen	Member/ teacher	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, school graduation rate will increase by 3% readiness

### **Comprehensive Needs Assessment**

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

According to the national census, 8% of adults in this census tract have a college degree and 23% have a high school diploma. This school has consistently produced graduation rates in the low 60% range. Last year the graduation rate was 66.2%. Our focus is to further implement the Common Core in ELA through the development of evidence based argument in writing as a means of raising the graduation rate and strengthening college readiness.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. 100% of teachers in all subject areas will focus on evidence based writing in accordance with the Common Core
2. 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.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. In team, grade and PD meetings teachers will focus on critiquing evidence based writing using NY Performance Standards Consortium rubrics.
2. In Common Period and in Saturday School targeted students will participate in tutoring focused on evidence based writing.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. At the end of the 2013/14 school year all subject areas will have examined and graded school wide exemplars of evidence based writing (moderation).
2. Students will increase course pass rates, credit recovery, ELA pass rates and portfolio completion.

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013 to June 2014
2. September 2013 to June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- In team, grade and PD meetings teachers will focus on critiquing evidence based writing using NY Performance Standards Consortium rubrics.
- In Common Period and in Saturday School targeted students will focus on skills, course pass rates, ELA pass rates, and portfolio completion.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Expand Parent Academy: Parent Academy will continue to offer ESL instruction and expand to offer a computer course for parents.

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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

xx	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.							
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. This work is also supported by Generation Ready.							

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2014 100% of teachers will implement a college readiness curriculum suitable for each grade in the advisory class including college visits, career goals and college applications when appropriate in order to support student achievement for all students irrespective of subgroup.

### **Comprehensive Needs Assessment**

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

According to the national census, 8% of adults in this census tract have a college degree and 23% have a high school diploma. The NYC Progress Report of 2012-2013 shows that the school has a college readiness index of B: 5.9 out of 10 points In order for students to understand both the value and the process of going to college and continuing on to graduation the school needs to provide conceptual and practical support so that students explore, understand and internalize the knowledge and outlook necessary.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. 1. The Role of the Student Success Center will be expanded and supported.
2. Implementation of School wide College Readiness curriculum ("The Fannie Pac") by Updating and critique college readiness curriculum to include more focus on career, work experience, Community service experiences and 2 year sequence for 9<sup>th</sup> and 10<sup>th</sup> grade.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. The Student Success Center includes a FL college counselor, a counselor from the National College Advising Corp and a counselor from the Children's Aid Society.
2. Teachers from throughout the grades will meet in professional development groups to update and revise the curriculum, focus on implementation. Outside consultant will work with teachers to evaluate the revisions according to nationally recognized college readiness guidelines.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 1. 90% of seniors will file a CUNY application and FAFSA.. 35% will file SUNY and Common App
2. 80% of juniors, sophomores and freshmen will complete 80% of the assignments.

#### **D. Timeline for implementation and completion including start and end dates**

1. From Sept 2013 to June 2014
2. From Sept 2013 to June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. FLH teacher to be Student Success Center Director of College Advising, Principal to oversee collaboration with CBO's. Teachers and Advisors to support counselors
2. A sub group of teachers will meet in professional development sessions throughout the school year; key teachers in each grade will lead the work for their grade..

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Appointments made with parents to discuss college applications, College Night, Fafsa night, parent-child college trips

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Support from Children's Aid Society and the National College Advising Corp and CARA.											

## Goal and Action Plan #3

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014, 100% of teachers will have attained greater facility in using technology to build curriculum instruction and assessment protocols that emphasize individualization for each student for all students regardless of subgroup.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 Our work with the iZone and Digital Ready focuses on the need to integrate technology into the classroom and the lives of students as a key element of 21<sup>st</sup> Century productivity. In addition, we see greater productivity and engagement as students move to a digital environment. 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. In particular we are focusing on using video for student feedback and using ipads to support student literacy.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Teachers will work with student presentation using video tape to develop and implement effective feedback strategies.
- Teachers will work with students to develop efficacy in the use of text to speech capabilities of the ipad to support literacy development. Teachers will produce an iBook outlining Literacy strategies for high school students.

**B. Key personnel and other resources used to implement each strategy/activity**

- Teaching Matters and Digital Ready will work with teachers and administrators to identify and develop teacher skills and questions.
- Teaching Matters, consultants and Apple will work with teachers and administrators to identify best practices and develop a school-wide program

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 100% of teachers will video tape at least 2 sets of oral presentation and provide feedback to students and work with students to critique their own presentations
- 100% of English teachers will develop and test a protocol for using ipads in the classroom to support high school literacy development.

**D. Timeline for implementation and completion including start and end dates**

- 1September 2013 to June 2014
- September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- All teachers will participate in bimonthly training and review sessions using video and critiquing oral presentation.
- English teachers will focus on integrating ipads and identifying literacy strategies using technology.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The school offers a digital course for parents at Saturday School

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants

List any additional fund sources your school is using to support the instructional goal below.  
 We are drawing on the expertise of Teaching Matters, Digital Ready and Apple

**Goal and Action Plan #4**

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 #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Digital reading technology, Balanced literacy and tutoring	In class, small group, quarterly additional class focused on topic as needed	During the school day and during Common Period
<b>Mathematics</b>	Implementation of Algebra Project curriculum and tutoring	In class, small group, quarterly, additional class focused on topic as needed	During the school day and during Common Period
<b>Science</b>	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
<b>Social Studies</b>	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
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	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 neededx

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teaching staff meets weekly to focus on individualized instruction. In addition grade, house and team meetings read and critique student work using school wide rubrics.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Conceptual consolidation allows the school flexibility of funding; however all mandates are considered and carried out.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers work with students through formative and summative assessments. These assessments are considered both on a student by student basis and in staff and team meetings and are used to adjust curriculum instruction and assessment in accordance with the Common Core Standards.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

# **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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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.
- Inviting Parents to participate in the Annual Peace Fair.

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.

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**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

**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 1<sup>st</sup> 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 with 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>682</b>
School Name <b>Fannie Lou Hamer Freedom High School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Nancy Mann</b>	Assistant Principal <b>Susan Schutt</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Valerie Mantz</b>	Guidance Counselor <b>Michele Rodriguez Williams</b>
Teacher/Subject Area <b>Ryan O'Connell, English &amp; ESL</b>	Parent <b>Ana Perez</b>
Teacher/Subject Area <b>Danielle Bassie, Math</b>	Parent Coordinator <b>Marlene Lamboy</b>
Related Service Provider <b>Marybeth Kachnic</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>497</b>	Total number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>9.66%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										2	2	1	1	6
Pull-out										2	2	2	2	8
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	4	3	3	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	16
SIFE	5	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	29

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	5	1	1	14	3	3	29	1	12	48
Total	5	1	1	14	3	3	29	1	12	48

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										17	11	5	15	48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	17	11	5	15	48

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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)										4	0	0	2	6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										8	6	2	4	20
Advanced (A)										5	5	3	8	21
Total	0	0	0	0	0	0	0	0	0	17	11	5	14	47

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	22	0	2	
Integrated Algebra	19	0	5	
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Fannie Lou Hamer Freedom High School considers student 8th grade ELA and Math scores, English Regents, and individual data in assess literacy skills. In addition we use QIRI testing and Achieve 3000 to gain insight into students' literacy levels. The data indicates that literacy must be a major focus of instruction. This data, when added to our overall school data, confirms that our school must maintain literacy as the focus of our instructional program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The overall pattern in the NYSESLAT scores has remained the same. Students in the lower grades tend to score in the intermediate category while older students tend to score in the advanced category. In each grade level 74% or more students scored intermediate or advanced. Students at Fannie Hamer Freedom High School have significantly more difficulty with reading and writing. In the 9th grade the largest group of students scores intermediate. In 10th grade there the number of students scoring intermediate and advanced is separated by a single student. In both 10th and 11th grade all students score in either the intermediate or advanced categories; in addition, there are no students who score in the beginner category. In the 11th and 12th grades there are greater numbers of students scoring in the advance category than in intermediate. Looking at the 2012 data for Modalities as the 2013 data is unavailable, we see that students overwhelmingly perform well on the Listening and Speaking Modality with at least half of the students in each grade scoring proficient. Regents scores among all groups bears out his 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. LABR data also speaks to the need to focus on literacy as the focus of instruction.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The following is based on the 2012 data as the 2013 data is unavailable. In the area of Speaking and Listening, our program serves ELL students well. Our use of group work, high stakes presentations of work, and Community Outreach 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 students to achieve proficiency

4. For each program, answer the following:
  - a. 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?

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 teachers 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. In reviews of periodic assessment, we see that our ELL population suffers in similar ways to our English Language students. Literacy is the major area of difficulty. For many of our struggling ELL students we find that their Native Language Literacy is limited also. The data derived from our Choice Book units and Spanish classes, which are designed to enhance Spanish literacy, help students to perform better in all academic areas.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))  
Fannie Lou Hamer Freedom High School does not have K-5 grades
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The development of Native Language Literacy is the focus of our Foreign Language classes. Students are evaluated in the beginning of the year by Spanish teachers to determine their level of literacy for placement in classes. Teachers then differentiate class assignments, projects, and exhibitions to the language needs of each student. Foreign Language classes mirror our regular content area classes, in that the focus is on students' literacy skills.
7. 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?

We do not have a Dual Language Program

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

Fannie Lou Hamer Freedom High School uses a variety of tools to assess the efficacy of our ELL program. We look at credit accumulation, completion of performance assessment tasks, Portfolio grades, classroom assessments, NYSESLAT data, Regents data, student and family interviews, NYC Progress Report, and other data collected to State and Federal accountability. Currently we see that our program is moving kids forward in the language acquisition and toward 4 year graduation

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Students' documents are reviewed by intake staff, usually the ESL teacher or assistant principal. English Language Learners are identified and at June New Student Orientations an informal conversation is held regarding students prior education, what kind of program students attended, what students and parents found useful, and what they would like for their students at Fannie Lou Hamer Freedom High School. A Spanish teacher and the A.P. have these informal interviews with parents and students. When necessary, other Spanish speaking staff help with interpretation. If a family does not attend the June New Student Orientations, we reach out to parents and provide individual orientations over the course of the summer. 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 at the student's orientation. The Parent Coordinator participates when a 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 Spanish teacher then administers the LAB-R and the Spanish LAB and determines the eligibility of the student.
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.  
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 choice brochure. The assistant principal then reviews the Parent Survey/Program selection form to make sure the parent understands the importance of the document. The parents complete the document and placement is then made, and entitlement letters are generated. Phone calls are made to all parents who miss this meeting, in order to set up more convenient meeting times. If necessary, letters are sent home with students asking for parents to call to make appointments. All meetings are completed within the 2nd week of attendance.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
Entitlement letters for students who are new to Fannie Lou Hamer Freedom High School are handed to parents at the meeting to review the 3 program choices for their students and complete the Parent Survey/Program Selection form during the second week of school. Parents who did not take their letters at the time of the meeting receive them in the mail. For all other students, continued eligibility is determined using the RLAT and REXH reports. Letters are generated for each student and mailed to parents. All entitlement letters are filed in the students' cumulative record in the main office..

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.  
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 Students with Disabilities (SWD). In June, all the students who have been listed noticed tour 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. When necessary the Parent Coordinator joins this conversation to provide interpretation. Parent Survey/Program Selection forms are reviewed and 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 or outlined in the Parent Survey/Program Selection form. Letters are mailed in September indicating students' continued ELL eligibility. These letters are filed in students cumulative records in the main office. The A.P. or Pupil Personnel Secretary updates the ELPC screen in ATS.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The New York State English as a Second Language Assessment Test is administered each spring. Eligible students are determined by using the RLER and the 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. Spanish and ESL teachers review the tests to make sure each eligible student takes the exam. If they find students who has missed a section of the test, each teacher is assigned one or more of the students missing a section and is responsible for making sure the student finishes that section of the exam..
6. 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.) 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.   
Twice a year, Fannie Lou Hamer Freedom High School engages in a 'state of the school' professional development session where data is reviewed and assessed. In preparing for these meetings a wide variety of data is gathered and reviewed including data about our ELL students and families. We find in reviewing the data from the Parent Survey/Program Selection forms and parent interviews that there is alignment between parent choice and the program that our school offers. Parents who have experience with Bilingual programs relate to us 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 related 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 V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - 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. 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)?

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 and 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 of 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 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 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 mins of English Language Arts Instruction, 1 hr on Mondays; 45 minutes on Tuesday; 1 hr on Wednesdays; and 45 minutes on Friday. Native Language Instruction is delivered by the Foreign Language team which provides Spanish instruction; all students receive 180 minutes of Spanish instruction each week. See Attached Schedules.
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 foster language development and meet the demands of the Common Core Learning Standards.

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 balance 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, student 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 student would use the techniques to access and practice concepts including global studies, world religions, American history and government. In science student would use these techniques and experimentation to access and practice concepts in living environment 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 Whilchomnot's principals of academic language development. Teachers model, observe and analyze student learning. S/he will advise, coach, guide, and monitor student understanding and extend learning to future study. All learning activities take place within the context of the Principles of Learning which include among others, setting clear goals and high expectations and standards for all students and developing an effective means of assessing student progress in meeting the Common Core Standards. We, also, follow Pauline Gibbon's suggestions for scaffolding ELL students through visual, hand on instruction, contextualization and using an interdisciplinary approach. 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 for students to talk to one another's and also through student presentations. The ESL teachers consult with curriculum teams and individual teachers to provide content support for ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native Language Arts teachers evaluate all students' native language literacy before placement into language classes.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We assess the acquisition of English in all four modalities through a variety of practices over the course of the year in all grade. Through in-class presenataions, Panel Presentations, and teacher observation and report teachers evaluate student development in listening and speaking. Teachers use choice book unites, class projects and student portfolios to evaluate student reading and writing. In addition teacher rely on in class formative assessments and teacher observations to assess students' development.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Fannie Lou Hamer Freedom High School has 5 current SIFE students on the roster. Our general approach to SIFE students includes a significant analysis of the available data, including formative assessments and teacher reports, to determine the specific needs of individual students. Our current students are performing strongly in the areas of speaking and listening and are having more difficulty with reading and writing; following the patterns historically found among our ELL students. This group requires a strong emphasis on literacy skills. The consistent approach to literacy across the curriculum and across grade level provides support for SIFE students. Practices include the development of academic vocabulary, building background knowledge and providing ample opportunity for students to use a variety of content input (written, visual, audio) to develop conceptual understandings. Our Portfolio system and Panel presentations focus teachers and students on using academic language and intellectual skills in presenting their understandings about particular content across the disciplines. Small group instruction is the primary tool teachers use to provide differentiation for students, but may also include differentiated classroom assignments, homework, and projects. Teachers also differentiate through use of native language (Choice Book units) and by individualizing instruction. Block programming allows students to support one another in their academic pursuits in all ways, but particularly 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 is 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 student with 0-3 years of service. Practices include development of academic vocabulary, building background knowledge and providing ample opportunity for students to sue a variety of content input (written, visual, audio) to develop conceptual understandings. Our Portfolio system and Panel presentations focus teachers and students on using academic language and intellectual skills in presenting their understandings about particular content across the disciplines. Small group instruction is the primary tool teachers use to provide differentiation for students, but may also include differentiated classroom assignments, homework, and projects. Teachers also differentiate through use of native language (Choice Book units) and by individualizing instruction. 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 student who have 4-6 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 the development of academic vocabulary, building background knowledge and providing ample opportunity for students to use a variety of content input (written, visual, audio) to develop conceptual understandings. Our Portfolio system and Panel presentations focus teachers and students on using academic language and intellectual skills in presenting their understandings about particular content across the disciplines. Small group instruction is the primary tool teachers use to provide differentiation for students, but may also include differentiated classroom assignments, homework, and projects. Teachers also differentiate through use of native language (Choice Book units) and by individualizing instruction.

d. In our more than six years of service category, 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 development of academic vocabulary, building background knowledge and providing ample opportunity for students to sue a variety of content input (written, visual, audio) to develop conceptual understandings. Our Portfolio system and Panel presentations focus teachers and students on using academic language and intellectual skills in presenting their understandings about particular content across the disciplines. Small group instruction is the primary tool teachers use to provide differentiation for students, but may also include differentiated classroom assignments, homework, and projects. Teachers also differentiate through use of native language (Choice Book units) and by individualizing instruction.

e. In the first and second years after students have scored proficient on the NYSESLAT we continue to emphasize the development of literacy across our curriculum and across grade levels in order to prepare students for college. . Practices include development of academic vocabulary, building background knowledge and providing ample opportunity for students to sue a variety of content input (written, visual, audio) to develop conceptual understandings. Our Portfolio system and Panel presentations focus teachers and students on using academic language and intellectual skills in presenting their understandings about particular content across the disciplines. Small group instruction is the primary tool teachers use to provide differentiation for students, but may also include differentiated classroom assignments, homework, and projects.

7. 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?

Classroom content in ELL-SWD classes is planned in discipline based teacher meetings. Curriculum is reviewed for congruence 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 groups instructions, mini lessons, groups work, adapted materials, and computer assisted instruction, including iPads which read text to students when necessary. ELL-SWD students are identified as bilingual on their IEP and receive an alternative placement para. The para works with the Special Education teacher and the ESL teacher to adapt materials for the student. Students’ native language is supported through Spanish language classes and through Choice book units in English classes..

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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, setts and general education classes depending on the needs and development of the individual students. Students IEPs are used to determine which setting is most appropriate for their learning needs. If necessary, alternative placement paras are assigned to students. Our advisory, foreign language, and Community Outreach programs provide opportunities for our school to maximize the time spent with non-disabled peers.s

**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
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**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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

9. 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.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program both provides targeted intervention and integration into the school community as a whole. It supports language development through rich immersion in content and content based experience.

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

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. Our school scored .78 in extra credit in the school report card based on 22 a cohort of 22 ELL students, representing 16.5% of the population and garnering 263.6% in the statistical results.

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

None of our programs for ELL students will be discontinued

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

All ELLs have equal access to all school sponsored and CBO sponsored activities. Academic programs are integrated, ELL students and GE students are in the same classes and services are provided to students who need them through differentiation and individualization. Extracurricular activities are available to all students. 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, EXCEL, and other activities. We also offer a PSAL program including basketball, volleyball, wrestling, baseball and softball. 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.

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

14. 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 live 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. Native language material include literature, newspapers, magazines, films, and textbooks.

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

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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 live and physical science. In math students use these techniques to access and practice concepts in algebra, geometry, and trigonometry.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

We offer Spanish to all ELL students.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. The school as a whole has aligned curriculum with common core standards over the last 2-3 years. As teachers have aligned units with particular awareness of the need for increased literacy support and the ability to tackle complex texts which emerges for both ELL and non-ELL students. We have begun a school wide literacy initiative focusing on training High school teachers to analyze student literacy in the categories of fluency, decoding, and comprehension and in particular how this support needs appear in ELL students as a support for the CCSS. In addition ESL teachers and Special Education teachers who serve ELLs attend regular professional development hosted by our network. In a recent session, teachers identified language objectives for students and aligned them to common core standards and the curriculum.

3. 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.

4. 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 reviews 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 participated in Literacy training provided by the Perceptual Development Institute where teachers reviewed videos of ELL students reading. We analyzed the videos using three categories decoding, fluency, and comprehension then developed interventions for teachers to use with students. On Chancellor's Conference Day at the end of the January Regents Administration and in June we will continue this work on literacy interventions.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. 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 throughout 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.
  2. 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 discussions 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.
  3. Parent Association members review their findings and school staff include their understandings of parent needs and determine what kinds of activities they would like to have available at the school. Activities vary from year to year, events held in the past have covered a wide array of interests and concerns including: parenting workshops and workshops that encouraged positive parent child interactions such as scrapbooking

## **E. 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Fannie Lou Hamer Freedom HS**

**School DBN: 12X682**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Manny	Principal		12/13/13
Susan Schutt	Assistant Principal		12/13/13
Marlene Lamboy	Parent Coordinator		12/13/13
Valerie Mantz	ESL Teacher		12/13/13
Ana Perez	Parent		12/13/13
Ryan O'Connell	Teacher/Subject Area		12/13/13
Danielle Bassie	Teacher/Subject Area		12/13/13
	Coach		
	Coach		
Michele Rodriguez Williams	Guidance Counselor		12/13/13
	Network Leader		
Marybeth Kachnic	Other <u>Related Service</u>		12/13/13
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **12X682** School Name: **Fannie Lou Hamer Freedom High School**

Cluster:        Network: **102**

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

**Part A: Needs Assessment Findings**

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

We use ATS preferred language data and anecdotal evidence collected by the parent coordinator to determine our written translation and oral interpretation needs. We find that 71% of our families list their preferred language as English and 28% list Spanish as their preferred language. We find through the collection of anecdotal evidence that parents are satisfied with our abilities to provide translation and interpretation.

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.

In our community the dominant language other than English is 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. The staff is briefed during bi-annual state of the school professional development sessions.

## Part B: Strategies and Activities

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

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.

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>.

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

**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		
<b>TOTAL</b>		