

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12x682

School Name:

FANNIE LOU HAMER FREEDOM HIGH SCHOOL

Principal:

JEFFREY J. PALLADINO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 12x682

School Type: Public Grades Served: 9-12

School Address: 1021 Jennings St.

Phone Number: 718-861-0521 Fax: 718-861-0619

School Contact Person: Jeffrey J. Palladino Email Address: jpallad@schools.nyc.gov

Principal: Jeffrey J. Palladino

UFT Chapter Leader: Luz Bracero

Parents' Association President: Heather Flowers

SLT Chairperson: Emily Sintz

Student Representative(s): Manisha Perman

District Information

District: 12 Superintendent: Elaine Lindsey

Superintendent's Office Address: 1 Fordham Place,

Superintendent's Email Address: ELindse@schools.nyc.gov

Phone Number: 718-741-3157 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 04

Cluster Leader: Chris Groll

Network Number: 113

Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeffrey J. Palladino	*Principal or Designee	
Luz Bracero	*UFT Chapter Leader or Designee	
Heather Flowers	*PA/PTA President or Designated Co-President	
Kathy Curtis	DC 37 Representative, if applicable	
Manisha Perman Andre Brown	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	
	Member/	

Ana Perez	Parent	
Trace Gaskin	Parent	
Barbara James	Parent	
Tawana Gilbert	Parent	
Nathan Larsen	AP	
Emily Sintz	AP	
Sue Schutt	AP	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and

	developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school’s Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable,

Achievable, Relevant, and Time-bound.

6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The fundamental aim of Fannie Lou Hamer Freedom High School is to teach students to use their minds well and prepare them to lead productive, socially useful, and personally satisfying lives. The school's academic program stresses intellectual development and political/social involvement in our society. Five "habits of mind" are stressed: (1) helping students learn to critically examine evidence (2) to be able to see the world through multiple viewpoints - to step into other shoes (3) to make connections and see patterns (4) to imagine alternatives (What if? What else?); and finally, (5) to ask, "What difference does it make? Who cares?" These five are at the heart of all our work, along with sound work habits and care and concern for others: habits of work and heart. The curriculum affirms the central importance of students learning how to learn, how to reason, and how to investigate complex issues that require collaboration, personal responsibility and a tolerance for uncertainty.

This aim is accomplished in multiple ways through multiple relationships. Our long standing relationship with the New York State Performance Consortium has provided us with a community of like-minded practitioners that enables us to share best practices, participate in school inter-visitations and develop and review rubrics that evaluate our student work. Our relationship with Children's Aid Society has built a seamless partnership throughout the school day, and over several years we have built an array of afterschool and social services. Through our relationship with Children's Aid Society, our students have access to Medical/Dental services, a comprehensive After-School program, leadership development, access to College classes and visits, Community Service and financial assistance. We have also partnered with Children's Aid Society on two new grants that will have a tremendous impact on our school community. The i3 grant has funded our school for a Parent Resource Center and a Parent Engagement Coordinator to increase parental involvement in the school and therefore increase student achievement. The Community School Grant Initiative funds 4 academic tutors to work with the bottom 25% of each grade. This collaboration will provide struggling students with additional academic assistance therefore helping them pass their classes and graduate on time. These relationships are central to our mission and vision and have provided our school community with access to much needed services.

Fannie Lou Hamer Freedom High School is proud to be one of only six NYC public Schools that have been designated as an Apple Computers Distinguished Program. Our use of technology to create asynchronous classrooms to impact student achievement is a major accomplishment. Our school was invited to apply for the Distinguished Program after extensive work using iPads in the classroom to promote literacy gains and the creation of an iBook to use in professional development to assist teachers to diagnosis and treat literacy issues. The enrollment in the Distinguished Program enables us to host visits from school around the globe that are interested in using Apple technology to further innovative programs in their communities.

Our key areas of focus for this school year will be establishing our Peer Observation system, continued implementation of our technology systems, the execution of our Children Aids Society grants and development of our Model Teacher program.

We see our challenge as: increasing credit accumulation, increasing attendance and increasing graduation rates. In order to do that, we know we must increase the engagement of students in their schoolwork through improving curriculum and instruction to reach all students and increasing student/family feeling of safety and connection to our school. Our goals for this school year focus on teachers working together in PLCs to collaboratively improve

curriculum and instruction, as well as school leaders increasing the number and capacity of teacher leaders. We also are strengthening our community school structure to reach all students and families, and increasing student choice and participation in a variety of activities.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Quality reviews have consistently praised our curriculum as engaging, well-designed and aligned to higher-order thinking and the use of text-based evidence and argument skills. We need to deepen this strength in order to reach more students and help them accumulate credits in 9th and 10th grade. As we know, credit accumulation in 9th and 10th grade is highly correlated to graduation rates. Only 77% of our 9th graders last year earned enough credits to be on-track for graduation, while 79% of 10th graders did so.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All teachers will be members of a professional learning community, spending 100 hours on increasing the intellectual depth of knowledge, connection to real-world learning and substantive conversation in class, which will result in an increase in student completion of digital portfolios, leading to increased credit accumulation for 9th and 10th graders. Student Digital Portfolio completion will increase from 55% in 2013-2014 to 70% completion in 2014-2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s)	Timeline	Key Personnel
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 	<i>Who will be targeted?</i>	<i>What is the start and end date?</i>	<i>Who is responsible for implementing and overseeing the activity/strategy?</i>

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Alignment of professional learning calendar including: week long retreat week before school year started, securement of nationally known Professional Development center for facilitation of process or PLC development.	Teaching Staff	August 2014- June 2015	Principal, APs, Lead Teachers, Model Teachers & PD Planning Committee
Adoption of Fred Newman’s Authentic Intellectual Work rubrics and overlay comparison with Danielson components.	Teaching Staff	August 2014- June 2015	Principal, APs, Lead Teachers, Model Teachers & PD Planning Committee
Use of Consultants for Math curriculum, literacy needs and teacher development to support teacher leaders and address the needs of struggling students, students with disabilities and ELLs. As a PROSE school, teacher document their progress which will be reviewed by teacher leaders and administration.	Consultants & Teaching Staff	September 2014 – June 2015	Principal, APs, Lead and Model Teachers
Conversion to a Digital Portfolio system will be accomplished through twice yearly full staff norming of portfolio grading using NYS Performance Consortium rubrics, hiring of technology consultants to build capacity for teacher leaders and administration to implement and monitor Digital Portfolios. Students will present their Digital Portfolios in Student-led conferences with parents, teachers and other important community members.	Administrations, Teachers, Students and Families	August 2014 – 2015	Principal, APs, Lead Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Summer of 2014 Planning meetings for administration • Summer PD Planning committee: Per session for teachers and APs • Eagle Rock Professional Development Center Services • Fred Newman’s Authentic Intellectual Work Rubrics on Instructions, Tasks & Student Work • Bard College/ Algebra Project Math Consultant • PerDev Perceptual Development Center

- Model Teachers
- Lead Teachers
- Teaching Matters consultants
- NYS Performance Consortium
- Google Sites

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Digital Portfolio assessment will be ongoing but a full staff grading and evaluation review will occur in January. Student digital portfolio completion rate will be assessed. Digital Portfolio data will be disaggregated by subgroups, grades and individual teachers. By our mid-year check in, at least 60% of targeted students will have Digital Portfolios completed.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our last school survey, 84% of students feel their school offers enough variety of programs, classes and activities to keep them interested in school. By expanding the variety of supports and activities available, we anticipate greater student engagement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will increase the variety of Extended Learning Opportunities (ELOs) in our school in order to provide students with a wider array of experiences in which they can develop and explore interests. We will increase our Common Period ELO offerings this year to 50% of our Common Period offerings. 84% of students feeling their school offers enough variety of programs, classes and activities in 2013-14 will increase to 86% in 2014-15.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s)	Timeline	Key Personnel
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>Who will be targeted?</i>	<i>What is the start and end date?</i>	<i>Who is responsible for implementing and overseeing the activity/strategy?</i>
6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			

7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			
Children’s Aid Society provides the following programs for the students, families and community of Fannie Lou Hamer Freedom High School: 9 th /10 th grade Community Service, Student Government, Student Success Center, Free Eyeglass screening and glasses for all in need, Summer SAT prep, Health/Dental services, Academic Tutoring, Yearly Peace Week Celebration, After-School Programs, Parent Academy for technology, Parent ESL classes, Student Leadership Programs and College Trips	100% of students	July 2014-June 2015	Principal, Community School Director
Strong advisory program with advisors looping with students in a two year cycle.	100% of students	September 2014-June 2015	Principal, APs
Increase in variety of courses in extended day program offered for all students, including: SAT Prep, Video Game design, App building, Community Service, Video production, Literacy development through Ipads, Art, Spoken Word, Film Club and Restorative Practices	100% of students	September 2014-June 2015	Principal, APs, Teacher Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Community School Partnership with Children’s Aid Society • Partnerships with local agencies, schools and community organizations for Community Services sites • Collaboration with Digital Ready • ELO recruitment in advisories • Google Docs ELO apps • Partnership with A-List Education for SAT Prep • Schedule for advisory • Extended learning Day on Tuesdays and Thursday

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
At end of semester during all day PD, the whole staff will look at ELO participation, review data and adjust plan for upcoming semester. By January, we will have increased our Common Period ELO offerings to at least 40%.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a NYS Performance Consortium school, we have always been committed to a collaborative community of teacher-practitioners. 100% of our teachers wanted to join PROSE (joint effort of NYC DOE & UFT to implement innovative plans that fall outside of the Chancellor’s Regulations and/or the UFT contract) to work in PLCs doing peer observations in addition to being observed by administration.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All teachers will be members of a professional learning community in which they observe peers at least four times and are observed at least four times by peers, in addition to observations by supervisors, and the observations will use the lens of the teachers’ Danielson goals as well as Newman’s Authentic Intellectual Work (AIW). The number of Peer Observations per teacher will increase from one in 2013-14 school year to four for 2014-2015 school year, this will result in an improvement in Danielson Component 4e & 3b.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student			

subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Alignment of professional learning calendar including: week long retreat week before school year started, securement of nationally known Professional Development center for facilitation of process or PLC development.	All Teachers	September 2014- June 2015	Principal
Implementation of PROSE action plan for Peer Coaching, Technology Professional Development and Model Teacher Leadership.	All Teachers	September 2014-June 2015	Principal
Weekly Peer Observation Professional Development meetings that use a Consultancy Protocol to facilitate feedback and documents data and action steps.	All Teachers	September 2014-june 20150	Principal, AP, Teacher Leaders
PD Planning Committee will create and implement Teacher Portfolio and Panels.	All Teachers	September 2014-2015	Principal, APs, PD Planning Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Summer of 2014 Planning meetings for administration • Summer PD Planning committee: Per session for teachers and APs • Eagle Rock Professional Development Center Services • Fred Newman’s Authentic Intellectual Work Rubrics on Instructions, Tasks & Student Work • Bi-monthly PD Planning Committee: Per session for interested teachers • NYC DOE PROSE Office • Model Teachers • Lead Teachers •

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>20. Specify a timeframe for mid-point progress monitoring activities.</p> <p>PD planning committee in January to review Professional Development goals for 2014-2015 fall semester and to plan Professional Development for 2015 Springs semester. By January, all teachers will have completed at least two peer observations.</p>				
<p>Part 6b. Complete in February 2015.</p>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Fannie Lou has always been committed to distributed leadership. During this transition from a long-time leader to a new principal, we want to increase the number of teacher leaders and improve their facilitation skills.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Principal will identify, support and hold accountable eleven teacher leaders to implement school goals as evidenced by Peer Observation feedback, Attendance/Parent Contact and Digital Portfolio completion and review of data. Principal will use Bi-Monthly PD planning committees to lead teacher leaders to facilitate PD meetings, house meetings and other initiatives through which Curriculum planning, student progress monitoring, Instructional and student work Peer Observations (PLCs) take place. Teacher Leader facilitating House/ Team meetings focused on Student progress, attendance and parent contact will result in an increase of students in 9th grade with enough credit to be on track for High School graduation from 77% 2013-14 to 79% in 2014-15

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
Fund and designate 2 lead teachers, 4 model teachers, House/Team leaders, Student Success Center Director to lead vertical and horizontal teacher teams in improving curriculum, instruction, assessment, student socio-emotional health and College/Career readiness.	2 Lead Teachers, 4 Model Teachers, 1 Teacher	September 2014- June 2015	Principal, APs
Principal leads weekly administration meeting with 3 APs to plan, implement and assess school structures, including teacher leadership	Principal, APs	September 2014-June 2015	Principal
Principal facilitates bi-monthly PD planning committee with Lead teachers, Model teachers, administration, which is open to all interested in teachers.	Principal, APs, Lead Teachers, Model Teacher, Open to all teachers	September 2014-June 2015	Principal
Principal sends out weekly announcements, schedule and acknowledgements for build capacity of staff ownership of school mission.	All Staff	August 2014- June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>2 Lead Teachers</p> <p>4 Model Teachers</p> <p>Student Success Center space and schedule</p> <p>Student Success Center Director</p> <p>CARA Curriculum</p> <p>Naviance system</p> <p>APs</p> <p>Teacher meeting time built into Tuesday and Thursday</p> <p>After School PD on Mondays and Wednesdays</p>

Bi-monthly PD Planning committee

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Principal will use January PROSE meeting to evaluate Model teacher program. PD planning committee in January will evaluate teacher leadership in Professional Development and Student Success Center. At least 35% of the teaching staff will be teacher leaders.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school is located in the poorest Congressional district in the nation. Our partnership with Children’s Aid Society as a Community School enables us to provide resources to begin to level the playing field for students and families that come from low economic areas. Research shows that the more involved students and families are with a school, the more likely students are to succeed.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through our status as a Community School, we maintain a strong civic relationship with families, community leaders and outside organizations. Through an i3 grant with Children’s Aid Society, we have added an additional Parent Coordinator in our school. Our goal for the year is to increase the amount of parents that access resources and services from our Parent Coordinators. Parents completing at least two full parent leadership courses will be designated Leadership Parent. Examples of parent leadership courses include, financial literacy, ESL, nutrition, teenage sexuality and homework assistance. An increase from zero Leadership Parents in 2013-14 to 20 Leadership Parents in 2014-15 will occur.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s)	Timeline	Key Personnel
35. Research-based instructional programs, professional development, and/or systems and structures needed to	<i>Who will be targeted?</i>	<i>What is the start and end date?</i>	<i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<p>impact change</p> <p>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>			
In conjunction with Children’s Aid Society, outreach and hiring of a Parent Engagement Coordinator. This new position would be responsible for building relationships with parent	Parents	July 2014- September 2014	Principal, Children’s Aid Society Community School Director
Set up, organize and maintain a Parent Resource Center. Parent Resource Center will be a dedicated space in the school for parents to meet, get involved with school activities and be a part of the school community.	Parents	September 2014- June 2015	Principal, Children’s Aid Society School Director
A weekly Saturday class that is facilitated by Parent Coordinators that focuses on teaching parents current technologies, English Classes for Parents that are English Language Learners, healthy cooking and arts and crafts.	Parents,	October 2014- June 2015	Principal, Children’s Aid Society School Director, Parent Engagement Coordinator
The Parent Engagement Coordinator will facilitate 4 Parent events that each total at least 4 hours of parent engagement	Parents	September 2014-June 2015	Principal, Children’s Aid Society School Director, Parent Engagement Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Parent Engagement Coordinator</p> <p>Parent Resource Center</p> <p>I3 Grant to fund Parent Engagement Coordinator</p> <p>Saturday School</p> <p>Cooking instructor</p> <p>Saturday school</p> <p>School open at night</p> <p>Healthy Parenting Lessons</p> <p>ELL curriculum for Parents</p>

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Meeting in January with Principal and Community School Director from Children’s Aid Society to discuss plan, look at outcomes and reevaluate if necessary. 80% of students will have participated in a Children’s Aid Society event by this check in.

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students that were struggling in academic skills and content acquisition, poor attendance and production of student work	-Interactive writing -Decoding & comprehension assistance -Re-reading -extended time -Revision Online Instruction Support	One to One Tutoring, Small group in common period, In class, small group, quarterly additional class focused on topic as needed	-Tutoring occurs in class -Small group instruction is provided in Extended Day Program - Small group work is provided in Saturday school
Mathematics	Students that were struggling in academic skills and content acquisition, poor attendance and production of student work	Organization assistance Revision Extended time Online Instruction Support Implementation of Algebra Project Curriculum	One to One Tutoring, Small group in common period, In class, small group, quarterly additional class focused on topic as needed	-Tutoring occurs in class -Small group instruction is provided in Extended Day Program - Small group work is provided in Saturday school
Science	Students that were struggling in academic skills and content acquisition, poor attendance and production of student work	Interactive Writing Re-reading Extended time Online Instruction Support	One to One Tutoring, Small group in common period, In class, small group, quarterly additional class focused on topic	-Tutoring occurs in class -Small group instruction is provided in Extended Day Program

			as needed	- Small group work is provided in Saturday school
Social Studies	Students that were struggling in academic skills and content acquisition, poor attendance and production of student work	Interactive writing Extended Time Re-reading Online Instruction Support Students develop informational literacy using social studies content, reading in a variety of forms, using Google docs to do independent research and presentation.	One to One Tutoring, Small group in common period, In class, small group, quarterly additional class focused on topic as needed	-Tutoring occurs in class -Small group instruction is provided in Extended Day Program - Small group work is provided in Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students that had behavior issues, poor attendance, academic struggle	Asset based counseling	One to One Counseling Restorative Justice Circles Group Counseling Family Counseling	During school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. 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.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers. Candidates are interviewed by a committee of teachers and administrators. The administrative staff works closely with the network HR staff to ensure that new teachers meet all require documentation and assessment deadlines. Mentors are assigned to support newly-hired teachers.

Staff works in divisions and within divisions, houses, so that all teachers are members of small, cohesive teams and work together on curriculum, advisory, students of concern and scheduling of events. Thus, new teachers join an established structure led by teacher-leaders. Consultants support teachers in developing curriculum, getting to know students well through descriptive review, and using assessment effectively aligned to the Consortium standards.

2b. 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).

The PD Committee, consisting of administrators and teacher-leaders and which is open to all interested teachers, plans the PD calendar. We use outside consultants to leverage resources and expertise:

Consortium PD

Facing History

Bard College Algebra Project

Learning specialists focused on literacy

Eagle Rock Facilitator

Network 113 Principal and New Principal Groups

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. Teachers also meet weekly in Peer Observations groups to debrief inter-visitation, examine teacher goals, look at student work and plan peer observations.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

As a NYS Performance Consortium school, we have always been committed to a collaborative community of teacher-practitioners. Teacher teams work on using the Consortium rubrics to develop appropriate multiple assessment measures, and they are supported in this work by Consortium Moderation Studies and inter-visitations.

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.
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		amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$384, 441.00	X	16,18,21,25,28
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$12,382.00	X	16,18,21,25,28
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,798,909.00	X	16, 18,21,25,28

¹Explanation/Background:

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

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

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Fannie Lou Hamer Freedom High School

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 the school. **Fannie Lou Hamer Freedom High 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 the school and the families. The 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 the school community. **Fannie Lou Hamer Freedom High School** will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. 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 the school community;

The 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. The 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 the 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, the school will:

1. 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 School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
2. engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
3. ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
4. 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;
5. maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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.;
6. 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;
7. 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;

8. host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
9. 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;
10. translate all critical school documents and provide interpretation during meetings and events as needed;
11. conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
4. supporting or hosting Family Day events;
5. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
6. encouraging more parents to become trained school volunteers;
7. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
8. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
9. providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

Fannie Lou Hamer Freedom 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.

1. 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:

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;
3. implementing a curriculum aligned to the Common Core State Learning Standards;
4. offering high quality instruction in all content areas;
5. 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:

1. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
2. convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
3. 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;
4. 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;
5. 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;
6. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
7. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
8. 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:

1. ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

2. notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
3. arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
4. planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

1. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
2. 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);
3. sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
4. supporting parental involvement activities as requested by parents;
5. 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;
6. 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;

7. Parent/Guardian Responsibilities:

1. 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;
2. 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;
3. check and assist my child in completing homework tasks, when necessary;
4. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
5. set limits to the amount of time my child watches television or plays video games;
6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations and discuss this Compact with my child;
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education;
10. 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;

11. respond to surveys, feedback forms and notices when requested;
12. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
13. 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;
14. 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;
15. share responsibility for the improved academic achievement of my child;

16. Student Responsibilities:

1. attend school regularly and arrive on time;
2. complete my homework and submit all assignments on time;
3. follow the school rules and be responsible for my actions;
4. show respect for myself, other people and property;
5. try to resolve disagreements or conflicts peacefully;
6. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 12	Borough Bronx	School Number 682
School Name Fannie Lou Hamer Freedom High School		

B. Language Allocation Policy Team Composition [i](#) 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 Nancy Mann	Assistant Principal Susan Schutt
Coach type here	Coach type here
ESL Teacher Valerie Mantz	Guidance Counselor Michele Rodriguez Williams
Teacher/Subject Area Ryan O'Connell, English & ESL	Parent Ana Perez
Teacher/Subject Area Danielle Bassie, Math	Parent Coordinator Marlene Lamboy
Related Service Provider Marybeth Kachnic	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	497	Total number of ELLs	48	ELLs as share of total student population (%)	9.66%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										2	2	1	1	6
Pull-out										2	2	2	2	8
Total	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	5	1	1	14	3	3	29	1	12	48

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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
TOTAL	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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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
TOTAL	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
Intermediate(I)										8	6	2	4	20
Advanced (A)										5	5	3	8	21
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 [AMAQ 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 asses 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 tin 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 teach 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 presentataions, 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 see 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, sets 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 ①

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

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

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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

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

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>.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
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

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: Looking at our ELL students' data (8th Grade Test scores, NYSESLAT scores, ELA Regents scores, credit accumulation, Mastery and Exhibition completion) we will target a group of students, 9-11 who need additional support in order for them to improve their academic achievement. When looking at the data of struggling ELLs, see that reading and writing, and completing exhibitions and Mastery portfolios are areas where students need more support. Students will be targeted whose proficiency levels are either Beginner or Intermediate. Beginning in January 31st and continuing until June 20th, ELL students who are struggling to earn credit or to extend their English skills will be targeted for additional instruction during Saturday School to work on their literacy skills. Students will participate in a interdisciplinary (Social Studies and English) class where students and teacher negotiate the topic of study. Saturday School begins at 9:00 am and finished at 1:00 pm - a four hour weekly class. Students will have 16 sessions where they will work with an Social Studies teacher and an ESL teacher and will engage in activities that will enhance their reading, academic vocabulary, and writing skills. Some of these activities could include reading circles, close reading exercises, drafting and revising exhibitions and Mastery projects connected to the content taught during Saturday School. Instruction provided by the ESL teacher will focus on developing stronger reading skills, particularly of non-fiction texts. Writing instruction will be focused on the use of evidence in an argument. Exhibitions and Mastery projects will be eligible to be used in any portfolio (Student portfolios are collections of work that stand in the place of the Regents exams - students and teachers collaborate on choosing appropriate work from classes or other school activities to use in their 10th grade and Graduation portfolios) if they meet the standards on the NY Performance Standard Rubric. Materials for this class will include a variety of non-fiction and fiction reading selections related to the period of study in US History determined by the teachers and students. Text may include Panther Boy, I Know Why the Caged Bird Sings, Short Stories of the Civil Rights Movement, Freshwater Road, Black History for Beginners, Great Speeches by African Americans, Up from Slavery, Still I Rise, The Souls of Black Folk, Slavery by Another Name. In addition teachers will collect images, film clips and other non-text based materials to enhance instruction. All instruction will be in English.

Part C: Professional Development

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

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

Begin description here: On alternate Wednesdays, starting in October 1st and continuing through May 20th, 2015, from 2:45 til 4:00 pm teachers (14 sessions in total) will work in teacher teams to leverage

Part C: Professional Development

technology to increase student achievement. Session 1 will run from October 1st to November 5th, session 2 from November 12th to December 17th, session three from January 14th to March 11th, and session 4 from April 1st to May 12th, the last two meetings teachers will share their learnings. Teachers will be organized in groups and rotate through these meetings, academic, Special Education (who work with ELLs) and ESL teachers will participate. They will begin session 1 learning to using video to analyze student reading and then choosing interventions to increase student's ability to decode, read fluently, and/or build comprehension depending on individual student needs. Next they will learn to use the iPad as a reading tool to support stronger independent reading, including using the read aloud function, dictionary, and marking up functions. Next they will learn to use digital portfolios to develop student writing process and to help students to be able to engage in that process independently, including working students documenting their academic growth in the area of language (particularly with reading reflections, reflections on their writing, and demonstrating their writing process through documenting revision processes). Sessions will be taught by various consultants and teachers with expertise with the various technologies. Consultants from the Perceptual Development Group and English teacher and staff Reading expert, Laura Geary, will facilitate the group using video to analyze ELL student reading and determining interventions; Luz Bracer, Special Education Teacher and iPad specialist, and consultants from Teaching Matters will lead PD related to using iPads as reading tool in the classroom to increase student reading independence; Alison Gazarek, English teacher and designer of the digital portfolio practice for the 9th and 10th grade, and consultants from Teaching Matters will lead PD related to using digital portfolios to develop and document writing skills particularly looking at the use of evidence in argumentative essays. This professional development is paid for with additional funds from tech grants.

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 often find language to be a barrier to engaging fully in their children's academic lives. To that end, Fannie Lou Hamer Freedom High School, in partnership with our CBO Children's Aid Society (CAS), provides ESL classes for parents during Saturday Parent Academy. English as a Second Lanaguage classes are taught by an ELS teacher every Saturday, from 9 - 12. Classes started October 25th, 2014 and will continue until June 20th, 2015 (a total of 29 sessions) and are three hours long. Classes focus on building conversation skills and writing and reading skills. The content focus will be on learning the language skills necessary for everyday life. Parents are notified though the Children's Aid Society Parent Coordinator (a Native Spanish speaker) and the Fannie Lou Hamer Freedom High School Parent Coordinator (also a Native Spanish speaker) phone calls. In addition flyers in English and Spanish were sent home. CAS provides the additional resources to fully fund this program.

Part E: Budget

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

Allocation Amount: \$ _____

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