

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**12X682**

**School Name:**

**FANNIE LOU HAMER FREEDOM HIGH SCHOOL**

**Principal:**

**JEFFREY PALLADINO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Fannie Lou Hamer Freedom High School School Number (DBN): 12x682  
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  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Marlene Lamboy  
Student Representative(s): Naseem Hamid  
Cristian Mejia

**District Information**

District: 12 Superintendent: Kathy Pelles  
Superintendent's Office Address: 335 Adams Street, Room 508, Brooklyn, NY, 11201  
Superintendent's Email Address: KPelles@schools.nyc.gov  
Phone Number: (718) 923-5181 Fax: 718923-5145

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street  
Director's Email Address: AAnorma@schools.nyc.gov  
Phone Number: (718) 935-5618 Fax: (718) 741-7098

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Ryan O’Connell	*UFT Chapter Leader or Designee	
Heather Flowers	*PA/PTA President or Designated Co-President	
Kathy Curtis	DC 37 Representative (staff), if applicable	
Heather Flowers	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Cristian Mejia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Naseem Hamid	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Harry Santiago	CBO Representative, if applicable	
Emily Stinz	Member/ AP	
Tawana Gilbert	Member/Parent	
Barbara James	Member/ Parent	
Peter Torres	Member/Parent	
Julio Sampol	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/ Parent	
	Member/Parent	
Luz Bracero	Member/ Teacher	
	Member/	
	Member/	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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 extended learning opportunities

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. Our academic program promotes students actively engaging in ambitious intellectual activity and the developing of critical thinking skills. This Rigorous Instruction demonstrates our commitment to the 6 elements of the Framework for Great Schools.

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 after-school 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 five 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. This is evidence of our commitment to the Framework for Great Schools; strong family-community ties are vital to our work as a Children's Aid Society school. Our relationship with Children's Aid Society enables us to bring resources to our school community that builds a welcoming and inclusive school environment.

Fannie Lou Hamer Freedom High School is proud to be one of only a small handful of NYC public schools that have been designated as an Apple Computers Distinguished Program. We have just been designated this October for 2015-17. 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 diagnose 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 innovate programs in their communities. This designation is an

example of how effective school leadership develops an instructional vision of how technology can impact students, gathers resources and cultivates other leaders at the school to design and implement a plan for student improvement.

The National Education Policy Center acknowledged Fannie Lou Hamer as a Gold-Standard School of Opportunity. We're one of only five schools to earn this award and the only school selected for that standard from NYC. We were acknowledged for the variety and depth of programming that we are able to bring to bear on reducing the opportunity gap for our students. We were specifically designated for our focus on medical and dental health for our students, our portfolio-based assessment and our intensive use of technology for student academic growth and teacher development.

Our key professional development objectives for this school year will be continuing our Peer Observation system and continued implementation of our digital portfolio system throughout the four grades. Through our involvement with PROSE, our teachers have overwhelmingly approved of a Peer Observation system that enables teachers to provide support, assistance and guidance to each other. We have developed a comprehensive system of Peer Observations that provides our teachers time to enter the classrooms of their colleagues and observe instruction, tasks and student work. To support this, we have developed a Peer Observation Protocol that we utilize during our weekly Monday Professional Development to debrief the Peer Observations and include feedback from staff. This is our second year of this comprehensive Peer Observation system and it demonstrates our commitment to building a collaborative teaching staff that is committed to the success and improvement of their practice. During this second year of Peer Observation we have targeted our focus on the Fred Newman Authentic Intellectual Work rubric of Substantive Conversation. Through this lens, we will focus on improving the conversations in our classrooms that deepen student understanding

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 increase student/family feelings 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.

## 12X682 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	475	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	47	# SETSS	N/A	# Integrated Collaborative Teaching	30
Types and Number of Special Classes (2014-15)					
# Visual Arts	18	# Music	N/A	# Drama	N/A
# Foreign Language	25	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.1%	% Attendance Rate			79.5%
% Free Lunch	74.2%	% Reduced Lunch			0.8%
% Limited English Proficient	9.3%	% Students with Disabilities			28.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			28.4%
% Hispanic or Latino	69.0%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	2.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	5.7%	% Teaching Out of Certification (2013-14)			12.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			3.34
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	22.5%	Mathematics Performance at levels 3 & 4			26.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	76.8%	% of 2nd year students who earned 10+ credits			78.9%
% of 3rd year students who earned 10+ credits	69.0%	4 Year Graduation Rate			65.6%
6 Year Graduation Rate	65.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 9<sup>th</sup> and 10<sup>th</sup> grade is highly correlated to graduation rates. 80% of our 9<sup>th</sup> graders in the first semester of 2014-15 earned enough credits to be on-track for graduation, while 77% of 10<sup>th</sup> graders did so. Our goal for the 2015-16 school year is to increase the amount of 10<sup>th</sup> graders on track to graduate to 80% in the first semester.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

All teachers will be member 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 9<sup>th</sup> and 10<sup>th</sup> graders. Our goal for the 2015-16 school year is to increase the amount of 10<sup>th</sup> graders on track to graduation to 80% in the first semester.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
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 2015- June 2016	Principal, APs, Lead Teachers, Model Teachers & PD Planning Committee
Continued implementation of Fred Newman’s Authentic Intellectual Work rubrics and overlay comparison with Danielson components.	Teaching Staff	August 2015- June 2016	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 2015 – June 2016	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	September 2015 – June 2016	Principal, APs, Lead Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Summer of 2014 Planning meetings for administration</li> <li>• Summer PD Planning committee: Per session for teachers and APs</li> <li>• Eagle Rock Professional Development Center Services</li> <li>• Fred Newman’s Authentic Intellectual Work Rubrics on Instructions, Tasks &amp; Student Work</li> <li>• Bard College/ Algebra Project Math Consultant</li> </ul>

- PerDev Perceptual Development Center
- Lead Teachers
- Teaching Matters consultants
- NYS Performance Consortium
- Google Sites

**Part 4b.** 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 80% of targeted students will have Digital Portfolios completed.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on our school survey, 86% of respondents were positive in their belief that we provided a supportive environment. Our result was above average and 3% better than the citywide % positive response for high schools. There are multiple factors that account for our students reporting that they attend a supportive school:

- We have received over \$100K in grant money this school year to provide students with Extended Learning Opportunities (ELOs). We realized we need to offer our students more diverse programming in school, after school and during weekends.
- We have a strong advisory system that focuses on College/Career readiness, Extended Learning Opportunities, Restorative Justice Circles and academics.
- We are a community school in conjunction with Children’s Aid Society. This relationship provides our students with many resources that are beneficial for them in school and in their community. These resources include:
  1. Opportunity coordinators for 9<sup>th</sup>/10<sup>th</sup> grade and 11<sup>th</sup>/12<sup>th</sup> grade
  2. Medical and Dental advocate to provide appointments and follow up for health issues for all students.
  3. Three college counselors that are part of our College Success Center. This promotes 9<sup>th</sup>-10<sup>th</sup> grade college advisement and education.
  4. Five academic tutors that work specifically with the students with the most academic difficulties. This individual and small group attention is given directly in the classrooms.
  5. Free vision screening and eyeglasses for every student in the school
  6. Five week NYU EXCEL program for college access

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Attendance is an important aspect of a student’s academic success. We increased our student body attendance from 80.4% in 2013-14 to 81.6% in 2014-15. In the 2015-16 school year, we would like to increase our attendance from 81.6% to 83%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Advisory structure will focus on attendance – through advisor phone calls home to students that are missing school days. Increase in parental phone calls.</p>	<p>All advisors</p>	<p>September 2015 – June 2016</p>	<p>Principal, 3 APs, Advisors, other teachers.</p>
<p>Documentation of Phone calls home about attendance on skedula by teachers.</p>	<p>All Advisors</p>	<p>September 2015 – June 2016</p>	<p>Principal, 3 APs, Advisors, other teachers.</p>
<p>Designated staff to call every absent student every day.</p>	<p>Principal, AP, Main Office Staff</p>	<p>September 2015-June 2016</p>	<p>Principal, 3 APs, Advisors, other teachers.</p>
<p>Children’s Aid Society Parent coordinator will organize attendance meeting in conjunction with School social worker for students with poor attendance</p>	<p>Principal, AP, School Social Worker, Community School Director, Children’s Aid Society Parent Coordinator</p>	<p>September 2015-June 2016</p>	<p>Principal, 3 APs, Advisors, other teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Skedula Main Office Staff Advisors APs Teacher House leaders Children’s Aid Society Community School Director Children’s Aid Society Parent Coordinator Advisory Curriculum After School PD on Wednesday for Parent Engagement.</p>

<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Weekly after school PD meetings to focus on parent involvement            Weekly attendance meetings to focus on student attendance.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In the 2014-15 school year, as a part of PROSE, we implemented Peer Observations throughout our whole school. We used the Newman rubrics to define Authentic Intellectual Work in our classrooms. We want to further our questioning and group discussion skills of our teachers in the classroom. The implementation of Peer Observations enabled our teachers to go inside each other’s classrooms, share best practices and implement strategies to improve classrooms. These Peer Observations are aligned to the Framework for Great Schools because it enables teachers to have the opportunity to participate in professional development within a culture of respect and continuous improvement. This practice helped our teachers with vertical and horizontal planning, designing tasks for students and looking at student work. The success of this implementation was cited in the 2014-15 Quality Review. On the 2014-15 Quality Review standard 4.2: To what extent does the school engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning , the reviewer cited our work as an Area Of Celebration.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

We will increase the number of Peer Observations that teachers participate in during Professional Development. This school year our teachers will increase the number of Peer Observations that focus on substantive conversation to at least 3 times per teacher. This will be an increase from last year and be aligned to our focus on substantive conversation in our classrooms. These observations will be on a rotating basis each week in groups of four.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Weekly Monday Peer Observation protocols	All teacher	September 2015-June 2016	Principal APs Lead Teachers
Professional Development with Eagle Rock School	All Teachers	September 2015- June 2016	Principal APs Lead Teachers Eagle Rock School Professional Developers
Peer Observations in the classroom	All teacher	September 2015- June 2016	Principal APs All teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>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:</p> <ul style="list-style-type: none"> <li>Consortium PD</li> <li>Facing History</li> <li>Bard College Algebra Project</li> <li>Learning specialists focused on literacy</li> <li>Eagle Rock Facilitator</li> <li>Affinity Group and New Principal Groups</li> </ul> <p>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</p>

Observations groups to debrief inter-visitation, examine teacher goals, look at student work and plan peer observations.

**Part 4b.** 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 SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Bi Monthly professional development committee meetings will be used to monitor progress of peer observations. Chancellor’s Day will be used for whole staff evaluation of Peer Observations. Our school staff is split into eight groups of four teachers during our Peer Observation Professional Development. Each week a teacher observes a fellow teacher and through a Peer Observation Protocol, aligns the low inference observation notes from the Peer Observation to the Newman Authentic Intellectual Work Substantive Conversation Rubric. These notes are documented into a Google form during the protocol and sent directly to a spreadsheet that is used by administration for coaching meetings, observations and check- ins with teachers. Our Peer Observation process follows an Action Research cycle. The first round of observations for each group is designated to use observations to see patterns of Substantive Conversations in a teacher’s classroom. Using Election Day PD, teachers observe Peer Observation data for their groups and decide upon a classroom intervention for their classrooms to enhance Substantive Conversations. The second round of Peer Observation is to observe the impact the classroom intervention is having on classroom substantive conversations. When the second round is complete, data is used to analyze the impact of the classroom intervention. Our third round of Peer Observation is then designed by each group in response to the impact of the classroom intervention in round two. Our Peer Observation Professional Development plan then culminates in a Chancellor’s Day professional development performance based assessment. Teachers present digital portfolios to each other on their professional growth from Peer Observations and other professional opportunities.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## 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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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 as needed	-Tutoring occurs in class -Small group instruction is provided in Extended Day Program - Small group work is provided in Saturday school
<b>Social Studies</b>	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	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

		research and presentation.		
<b>At-risk services</b> (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:

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

### Part 1: Title I Status

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

### 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.
<p>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.</p> <p>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.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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:</p> <p>Consortium PD  Facing History  Bard College Algebra Project  Learning specialists focused on literacy  Eagle Rock Facilitator  Affinity Group and New Principal Groups</p> <p>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.</p>

### 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.).

N/A

### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	365,706.00	X	Section 5B Part 3, Section 5C, Section 5D, Section 6, Section 7 Part 4B
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 5B Part 3, Section 5C, Section 5D, Section 6, Section 7 Part 4B
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,904,722.00	X	Section 5B Part 3, Section 5C, Section 5D, Section 6, Section 7 Part 4B

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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#### **Parent Involvement Policy (PIP)**

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:

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

- 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;
- 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;
- 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;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **School-Parent Compact (SPC)**

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 on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

#### **II. Parent/Guardian Responsibilities:**

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

#### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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: <u>Fannie Lou Hamer Freedom HS</u>	DBN: <u>12x682</u>
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: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 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

### Part C: Professional Development

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services	_____	_____

**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.
<ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Jeffrey J. Palladino</b>	Assistant Principal <b>Susan Schutt</b>
Coach <b>Inedla Juarbe</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Valerie Mantz</b>	School Counselor <b>Michele Rodriguez</b>
Teacher/Subject Area <b>Willmary Rose</b>	Parent <b>Traci Gaskin</b>
Teacher/Subject Area	Parent Coordinator <b>Marlene Lamboy</b>
Related-Service Provider <b>Marybeth Kachnic</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Kathy Pellas</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>500</b>	Total number of ELLs	<b>43</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>										0	0	0	0	0
<b>Dual Language</b>										0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	43	<b>Newcomers</b> (ELLs receiving service 0-3 years)	15	<b>ELL Students with Disabilities</b>	19
<b>SIFE</b>	4	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	13	<b>Long-Term</b> (ELLs receiving service 7 or more years)	15

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	15	2	3	13	2	3	15	0	11	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____			0						0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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										12	13	11	7	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										3	0	0	1	0
<b>Emerging</b> (Low Intermediate)										2	1	3	0	0
<b>Transitioning</b> (High Intermediate)										3	8	4	4	0
<b>Expanding</b> (Advanced)										4	4	4	2	0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										7	0	4	1	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	18	0	3	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - The overall pattern in the NYSESLAT scores remained very similar to the pattern revealed in our data over the last few years. Overall, students tend to fall in the upper proficiency categories, transitioning, and expanding. Overall, 77% of students reached the proficiency levels of transitioning and expanding. This year's entering class has equal numbers of students who's proficiency levels are in entering/emerging and transitioning/expanding. In the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades the overwhelming majority of students scored in the transitioning and expanding categories. In the 10<sup>th</sup> grade one student scored in the emerging category and in the 12<sup>th</sup> grade one student scored in the entering category. Of the three grades, the 11<sup>th</sup> has the most student who scored below transitioning (3 students in the emerging category). We see that students overwhelmingly perform well on the Listening and Speaking Modality. Students in all grades struggle most with the reading and writing. Regents scores among all groups bears out his finding. English Language Learners have difficulty passing the English Language Arts Comprehensive Exam and the ELA Common Core Exam, often needing a number or 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

The Data Analysis and AMAO is used to calculate AMAOs 1 and 2 at the school level for the first time. Fannie Lou Hamer Freedom High School uses the tool to analyze student achievement data in the content areas, identify early warnings that lead to student's risk of lower academic achievement. We use it to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and design effective instructional programs and/or interventions for those students. Last year, Fannie Lou Hamer Freedom High School met AMAO 1 and 2. We will continue to use the tool to set instructional goals for our ELLs.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a.) In all but the 9<sup>th</sup> grade we see that students are progressing in their developing their English language skills. Although this is indicated in students' movement through NYSESLAT proficiency categories, we also see this in students' 9<sup>th</sup> and 10<sup>th</sup> grade language portfolios. Ninth and 10<sup>th</sup> Language Portfolios are designed to highlight students' ability to use academic language. Students' successful completion of three language portfolios of their 9<sup>th</sup> and 10<sup>th</sup> grade years, one successful portfolio presentation (panel) and the accumulation of 22 credits, demonstrates students' ability to do higher level academic work and ensures that they will be promoted to the 11<sup>th</sup> grade.
- b.) As a New York Performance Standards Consortium school, Fannie Lou Hamer Freedom High School only administers the English Language Arts Comprehensive and Common Core exams - two exams which can only be administered in English. Therefore, we have no data indicated differences between tests administered in English compared to tests administered in students' home languages. School leaders and teachers review student work on a regular basis. In both Humanities team meetings and in Math Science team meetings student work is looked at over the course of the semester where we examine the ability of the assignment to assess learning goals, and the ability of the rubric to assess thinking skills embedded in the assignment. With this data teachers develop next steps for students and are able to differentiate instruction in their classrooms. It is also from these reviews that teachers are able to develop better tools through which to assess student learning. In addition we look at the overall data collected through the Language portfolio to assess the overall success of our program and to determine what kinds of adjustments we can make to better support our English Language Learners.
- c.) In reviews of periodic assessment (student work during the semester and Language portfolios at the end of each semester), we see that our ELL population suffers in similar ways to our native 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 has demonstrated some success in helping to build students Native Language Literacy when we allow them to read in Spanish. We have seen over the year that when we build students' Native Language Literacy, we have seen progress in English as well.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]  
We do not have K-5 students  
School data is looked at periodically in house and team meetings to support ELLs. Data that is extremely important is work completed for exhibitions and submitted portfolio pieces. This data is looked at and then used when necessary for tutoring, consultants and use in PD
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Students' language development is considered when we are reviewing student work in discipline based meetings and in house meetings. Teacher teams work together reviewing individual students' work to identify areas of strength and weakness and identify strategies to use areas of strength to develop areas of weakness. In these team meetings students' reading and writing skills are specifically addressed. Students speaking and listening skills are considered when teachers assess students during panel presentations, small group discussions, whole class discussions and Community Outreach, where students participate in internships and community based experience where they practice their verbal skills.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other 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).  
Fannie Lou Hamer Freedom High School uses a variety of tools to assess the efficacy of our ELL program. We look at credit accumulation, completion of performance assessment tasks, Portfolio grades, classroom assessments, NYSESLAT data, Regents data, student and family interviews, NYC Progress Report, and other data collected to State and Federal accountability. Currently we see that our program is moving kids forward in the language acquisition and toward 4 year graduation.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Students who are new entrants to NYC DOE schools are identified during New Student Orientations or when students arrive to register for school over the course of the summer or during the school year. The Assistant Principal in charge of admissions and the Admissions team (which includes the Coordinator of Admissions and Attendance, and the parent coordinator) begin the process by discovering where students' last attended school. If the student is new to the NYCDOE or has been in school outside of the DOE for 2 continuous years, The Assistant Principal and the Parent Coordinator administer the HLIS to determine the home language. If the home language is not English, the Assistant Principal and Parent Coordinator or other in house translator interviews the family to determine if the student is eligible for the NYSITELL. If the student is eligible for NYSITELL, we briefly review the ELL identification process with the parent and set up a follow appointment to review the outcomes from the administration of the exams. the ELL teacher or one of the Spanish Language teacher administers the NYSITELL exam and at the Spanish LAB.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During new student orientation interviews we begin the process for identifying SIFE students. In the interview, we discuss the student's educational history. After the NYSITELL has been administered and we are certain that students are ELL eligible, we review the students' academic records to begin to determine if student's native language and/or mathematical skills are two years below grade level. Next the ELL teacher assigned to the student or the Assistant Principal administers the SIFE interview and the LENS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

During the initial new student orientation or when admissions staff interviews parents and students when they are new to our school we identify students who also have IEPs. If a student is new to the NYCDOE the HLIS is administered by the Assistant Principal. If the student's home language is other than English we review the process of ELL identification with the parent, indicating that the next step is to have the LPT review the students IEP and other academic records to determine if the NYSITELL is appropriate. If the determination is made that the NYSITELL is appropriate. Next the Principal reviews the determination and either directs the LPT team to administer the NYSITELL or sends the determination that the student should not take the NYSITELL to the Superintendent for further action. If the Superintendent determines that the NYSITELL should be administered she contacts the school and the Principal directs the LPT team to have the NYSITELL administered. If the Superintendent determines that the student should not take the NYSITELL the identification process is complete and parents are informed.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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. Letters are in English on one side and in the parents' preferred language. 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. If students are not entitled to services, a non-entitlement letter is sent to parents - one side of the letter is in English and the other side is in the parents' preferred language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of this right during the program choice meetings with the Assistant Principals, in addition parent letters are sent indicating that parents have the right to appeal the decision included in the mailings. All letters are English on one side and the parents' preferred language on the other.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

During the second week of a students' attendance here, we hold program placement meetings with the parents of newly identified ELL students. During the meeting the Assistant Principal or ELL teacher review the students scores on the NYSITELL, and provide the eligibility letter. Then we review the ELL programs brochure describing the bilingual, dual language, and freestanding ENL services available to their children. We then ask parents to complete the Parent Survey and Program Selection form. Once parents have completed the forms we broadly outline the DOE process of admission to the various programs and indicate that students will attend Fannie Lou Hamer Freedom High School until they have been placed in the program of their choice. All forms are stored in the main office in students' files. Translation is provided by school staff in these meetings and all forms and letters are provided in both English and in the parents' preferred language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
For those parents who do not complete the Survey and Selection form during the ELL Program selection meeting, our parent coordinator calls parents to ensure that all forms are returned. The Assistant Principal and Parent Coordinator work with a spreadsheet of incoming students to ensure that we have that each parent returns the surveys.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent coordinator and Assistant Principal of Admissions use a spreadsheet to track the completion and return of the Parent Survey and Program Selection form. All forms are stored in the main office files.
9. Describe how your school ensures that placement parent notification letters are distributed.  
In August, placement letters in English and in the parents' preferred language are generated to notify parents of their child's ELL placement in for the upcoming school year. Letters are mailed home during the first week of school and kept in the main office. The Assistant Principal oversee this process and the parent coordinator does the mailing and filing.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The forms, letters, etc are filed in the students cumulative records in the main office. Teachers of the students along with parents have access to student files. The Assistant Principal oversees the maintenance of the records.
11. 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.  
Our senior ESL teacher coordinates the administration of the NYSESLAT. Each ESL teacher and Foreign Language teachers administer is assigned a set of students for whom they are responsible to administer the speaking and listening sections of the exam individually. The coordinator then determines dates for the administration of the reading and writing sections of the test and make up days. For those students who are absent for the reading and writing sections, a make-up date is used, if the student is 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, until all students have completed the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
For all students who continued to be eligible for ELL services or eligible for transitional support are mailed letters informing of their child's status. Letters are generated for each student in August and mailed to parents in September. All entitlement letters are in English and the parents' preferred language and are filed in the students' cumulative record in the main office
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

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. Ninth and 10<sup>th</sup> graders are block programmed and 11<sup>th</sup> and 12<sup>th</sup> grade classes are ungraded. All classes are heterogeneous. ELL instruction is delivered in integrated ELL and discipline based classes. Standalone ENL instruction is provided in a single period by ELL or Bilingual certified teachers. In classes where ENL is integrated into discipline based classes either an ESL teacher leads the class, an ESL teacher co-teachers or provides support to ELL students during a portion of the class.
  - b. TBE program. *If applicable.*

Fannie Lou Hamer Freedom High School does not have a TBE program
  - c. DL program. *If applicable.*

Fannie Lou Hamer Freedom High School does not have a DL program
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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. Freestanding ENL is provided each day by an ESL certified or Bilingual certified instructor for 180 minutes for both entering and emerging ELL students. In addition 180 mins of ENL/ELA instruction and 180 mins of ENL/Social Studies instruction is provided to entering and emerging ELL students. Spanish teachers provide HLA instruction for 180 mins. For students who are transitioning and extending ELLs, we provide 180 mins of standalone ENL instruction and 180 minutes of ENL/ELA integrated instruction. Students who's level is commanding receive 180 mins of standalone ENL and 90 mins of ENL/ELA instruction. Standalone ENL instruction is provided by ESL teachers. In integrated classrooms, ESL teachers work either as co-teachers or provide support for ELL students over the course as push-in teachers.
3. Describe how core content is delivered in each program model. 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 home 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?
5. 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 presentations, Panel Presentations, and teacher observation and report teachers evaluate student development in listening and speaking. Teachers use choice book units, 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 each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- a. 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. 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 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. 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 use a variety of content input (written, visual, audio) to develop conceptual understandings. Our Portfolio system and Panel presentations focus teachers and students on using academic language and intellectual skills in presenting their understandings about particular content across the disciplines. Small group instruction is the primary tool teachers use to provide differentiation for students, but may also include differentiated classroom assignments, homework, and projects. Teachers also differentiate through use of native language (Choice Book units) and by individualizing instruction.
- e. 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 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.

All ELL students and students within 2 years of testing out of ELL status are provided with test accommodations including extended testing time (time and a half), and the use of a glossary. For the ELA Regents exam a third reading of the listening section is provided.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Student achievement is tracked through by ELL teachers and advisors through discipline based and house teams. After a student has experienced a his/her new placement for 6 months, ELL teachers and advisors review student work and any portfolios to determine if a student is making progress in the new placement. If teachers identify a problem, they inform the Assistant Principal or Principal. The Principal then hold a meeting with the ELL teachers to review student work and portfolios, and develop an intervention plan. The ELL teacher will call a meeting with the parents to discuss the student's achievement and the proposed intervention plan. The plan will be implemented and reviewed within in the next three months to determine if the student is making progress. If the intervention plan is successful, the ELL teacher will call and inform the parents. If there has been no the Principal will determine if the student ELL status must be reversed and in consultation with the Superintendent a decision will be made about the student's ELL status. Any change in status will be communication to the parent in a letter in both English and the parent's preferred language.

8. 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.

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

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.

IEPs are reviewed by the Assistant Principal for Special Education to ensure that students are receiving mandated services. Students who are ELL and SWD, students are in classes where either their lead teacher is an ESL teacher or their ICT teacher is certified bilingual.

All students whether SWD or ELL or both programs are reviewed to ensure that they are receiving services. All students programs are reviewed to ensure that they are programmed in order to meet graduation expectations.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

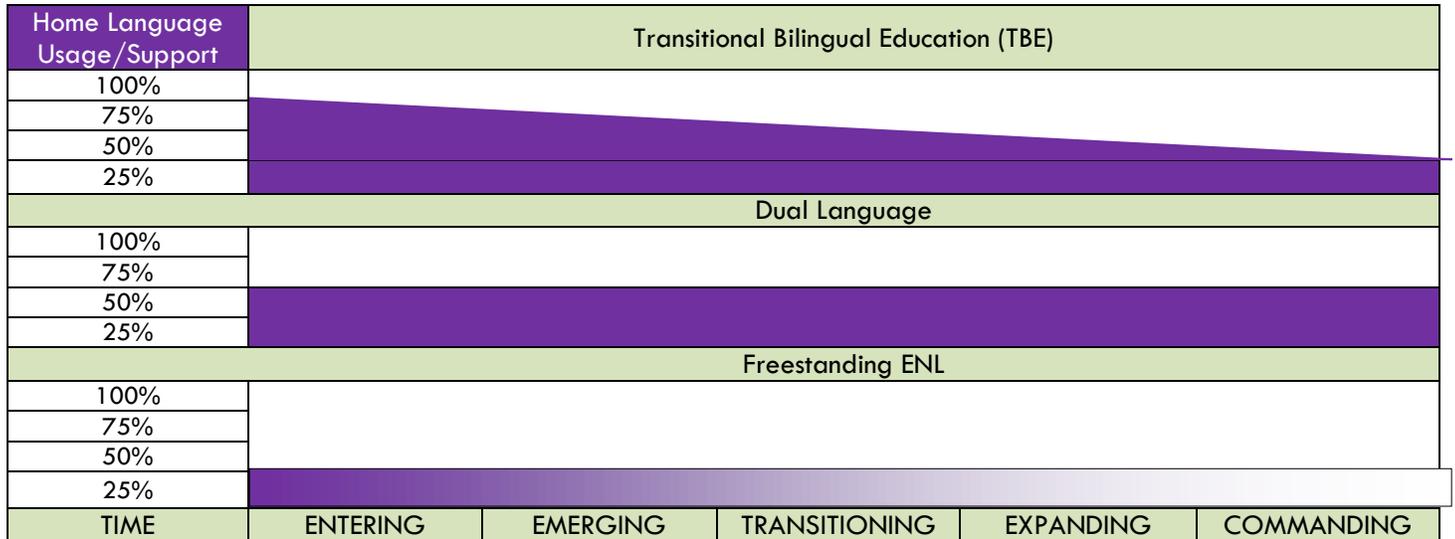


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Reviews of student work, through team meetings and student portfolios, provide the administrative staff and deep understanding of student achievement. In addition to credit accumulation and graduation rates, we can see that our teaching staff are having success in developing both the content and language skills of our students. In addition we can see movement among our ELL students through their work on the NYSESLAT. Although we have a large number of long term ELLs, in examining their data we find that they are ELL SWD students. Special education and ESL teachers' work with those students on acquiring literacy and content area skills and through portfolio reviews and IEP meetings we see that students are making progress though it often takes additional time.
12. What new programs or improvements will be considered for the upcoming school year?
- We have gotten many grants this year to provide ELOs for students. We will be working with Rocking the Boat, Dreamyard, Playing for keeps and Global Kids, to name a few.
13. What programs/services for ELLs will be discontinued and why?
- None
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional materials include teacher developed curriculum, relevant articles and readings, choice books (literature in both English and Spanish), and whole class literature selections. In English, students would use the techniques to study whole class high school level texts such as Medea, Night, Dreams of My Father, and To Kill a Mocking Bird. In Social Studies students would use these techniques to access and practice concepts including global studies, world religions, American history and government. In science students would use these techniques and experimentation to access and practice concepts in life and physical science. In math students use these techniques to access and practice concepts in algebra, geometry, and trigonometry. Each classroom is equipped with 4 to 6 desktop computers and a SmartBoard. Students use Achieve 3000 to better develop their reading and comprehension skills. Students in Math and Science classes use graphing calculators and general scientific materials such as scalpels, beakers, pipets, and other equipment. When necessary, the ESL teacher (who is also a Spanish speaker) or classroom teacher will

edit classroom materials to include limited Spanish translation when needed. Native language material include literature, newspapers, magazines, films, and textbooks.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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.

in regular content area classes, ELL students are buddied up by their skill levels to provide students with weaker English language skills a person who can provide clarity on instructions or classroom activities. In addition, classrooms are stocked with English/Spanish dictionaries for students to use. We provide technological support including iPads to support students when independently reading and to provide translation when needed.

17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

We offer Spanish to all ELL students.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

no Dual Language Program

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The school as a whole has aligned curriculum with common core standards. As teachers have implemented these units, 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 has taken center stage of our professional development program. 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All records are kept in student cumulative records.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ESL classes on Saturday, celebrations of culture and community. Advisor system that has parents being contact by academic advisor of their child. Our parent coordinator provides translation at Parent Association meetings, and all celebrations of culture and community at our school. In addition she attends all our PA meetings. In addition, to our parent coordinator, we have a team of school aids who do daily attendance calls in Spanish and develop strong relationships with parents. The support staff provide translation when needed at all individual meetings with parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Children's Aid Society (CAS) helps to provide a wide variety of services to our parents, including a health advocate and an additional parent coordinator. The CAS parent coordinator is a native Spanish speaker and provides translation for CAS events and Fannie Lou Hamer Freedom High School events when possible. Workshops have included financial literacy, immigration, and ESL and computer classes on Saturday mornings.

5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents?

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. Translation is provided by either our school parent coordinator, the CAS parent coordinator or from any of the native speakers who work in our building.

### D. Additional Information

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



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 12x682**

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

**Superintendent: Kathy Pellas**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish

**Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference

announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PTA meetings- every month  
Email blasts- 2x a month  
Post-cards- every month  
Hard copy Mailings - before school starts and when necessary

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

3 Parent - teacher nights  
1 Curriculum night  
Advisors contact parents constantly  
2 Parent Coordinators that make phone calls home and outreach.  
Parent Saturday school - Starting in Novemeber to end of school year.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In school staff - translates all mailings.  
In school staff translates for meetings - both individual and large meetings.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Over the phone interpreters when necessary

### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

In beginning of the year Professional development

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In first Curriculum night meeting and in parent teacher conferences- parents will be informed.  
Mailings before school starts.  
Parent coordinator outreach.

## **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys.  
Outreach by Children's Aid Society Parent Coordinator  
Outreach by Fannie Lou Hamer Parent Coordinator.