



**FORT HAMILTON HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (DISTRICT 20 / BOROUGH/ 20K490)**

**ADDRESS: 8301 SHORE ROAD, BROOKLYN, NY 11209**

**TELEPHONE: (718) 748-1537**

**FAX: (718) 836-3955**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:**   K490                        **SCHOOL NAME:**   Fort Hamilton High School                  

**SCHOOL ADDRESS:**   8301 Shore Road, Brooklyn, NY 11209                  

**SCHOOL TELEPHONE:**   (718) 748-1537                        **FAX:**   (718) 836-3955                  

**SCHOOL CONTACT PERSON:**   Jo Ann Chester                        **EMAIL ADDRESS:**   jcheste@schools.nyc.gov                  

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**   David Richards                  

**PRINCIPAL:**   Jo Ann Chester                  

**UFT CHAPTER LEADER:**   Alan Fried                  

**PARENTS' ASSOCIATION PRESIDENT:**   Sandy Vallas                  

**STUDENT REPRESENTATIVE:**   Salma Abdou                    
*(Required for high schools)*

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:**   20                        **SSO NAME:**   Empowerment – Network 6                  

**SSO NETWORK LEADER:**   Karen Ditolla                  

**SUPERINTENDENT:**   Linda Waite

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jo Ann Chester	*Principal or Designee	
Alan Fried	*UFT Chapter Chairperson or Designee	
Sandy Vallas	*PA/PTA President or Designated Co-President	
Susan Tirota	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Linda Dumais	DC 37 Representative, if applicable	
Salma Abdou Jamie Mallette	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
George Apostolou	Member/Parent	
Rena Goudelias	Member/Parent	
Stella Kafkis	Member/Parent	
Christine Madias	Member/Parent	
Mary McEvoy	Member/Parent	
Grace Sapienza	Member/Parent	
Phyllis Tsevdos	Member/Parent	
Mike Kozlowski	Assistant Principal Administration	
Thomas Oberle	Assistant Principal Urban Arts	
Christine Ciccarone	Teacher/UFT	
Justin Sosa	Teacher/UFT	

Katie Sisco	UFT Para	
David Richards	SLT Chairperson/Teacher/UFT	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

SIGNATURES OF THE MEMBER OF THE SCHOOL LEADERSHIP TEAM (SLT), AS WELL AS ANY APPLICABLE DOCUMENTATION, ARE AVAILABLE FOR VIEWING AT THE SCHOOL AND ARE ON FILE AT THE OFFICE OF SCHOOL.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### **Part A. Narrative Description**

Fort Hamilton High School is located in Bay Ridge, Brooklyn, New York. It is the largest comprehensive, urban high school in a suburban setting. Fort Hamilton High School holds a prominent place on the shore by the Narrows, between Brooklyn and Staten Island. The school, together with the adjacent state of the art athletic field, occupies four square blocks. It was built in Georgian architectural style and is truly the jewel in the crown of Bay Ridge and Empowerment Network 6. There are 4,300 students on register for the Fall 2009 semester. Comprised of multi-culturally diverse groups, with students from 64 different countries, our school is referred to as a "mini-United Nations."

Fort Hamilton High School's mission is to provide all students, including English Language Learners, Instructional Support Services students and at-risk students with "Excellence in Education." Our students and staff continue to strive to meet the academic challenges of the 21<sup>st</sup> century. The improvement of teaching and learning is a major goal of the school's plan for enhancing scholastic achievement and student attendance. Our philosophy is that all students are capable of succeeding and realizing their potential in an encouraging and nurturing, yet challenging environment. The entire school community is committed to raising standards, supporting extra- and co-curricular activities, applying learning to real life experiences, and preparing all students to function productively in society.

The 2009-2010 Comprehensive Education Plan will focus on administrators, teachers, support staff and parents, working collaboratively to provide students with the tools to effectively meet the benchmarks of the State Education Department Performance Standards and Assessments and the mandates of the No Child Left Behind legislation. The continued implementation of new and innovative programs such as the Collaborative Classroom, research in the areas of mathematics, science, and social sciences, and the infusion of guidance lessons to ninth and tenth grade students are major goals of the school. In addition, we have targeted the lowest quartile of 9<sup>th</sup> graders and block programmed them for a double period of balanced literacy and a single period of mathematics with a reduced class size. Extended Day Program and Saturday Academy are programs which offer support in the promotion and graduation of students in the lowest third during their first, second and third years in Fort Hamilton High School. We continue to strive to achieve the 90th percentile in daily attendance required by promotional standards and to close 407's (aggregate of 20 absences per term) at the 85th percentile. Our goal is to increase the number of Regents endorsed diplomas in the class of 2009, and meet and exceed the New York State Performance Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies and to achieve AYP in the areas of English and Mathematics. This will impact on our ability to improve the cohort graduation rate while decreasing the drop-out rate, and allow our English Language Learners to achieve significant gains in English language acquisition.

Based on the philosophy that all students can succeed, Fort Hamilton High School strives to set the standard for excellence in the NYC public schools. Students are assisted by our guidance staff to find

the program that is appropriate for them. An academically competitive Honor Academy Program is in place for those students who excel. Our Science Research Program includes a collaborative component with Lutheran Medical Center and Maimonides Hospital. A variety of other programs include: Academy of Finance, an athletics program which has won citywide championships, College Advantage Program in Second Languages, College Now, Dramatic Arts Academy, Future Teachers Program, Health Careers, JROTC, Law Institute, Marching Band, Math Institute, Peer Mediation and Conflict Negotiation, Student Leadership, Tech Squad, Virtual Enterprise, and a swimming facility that is utilized by the extended Bay Ridge community and is housed in a \$13 million natatorium. Our award-winning publications include: the **Anchor**, literary magazine, the **Pilot** newspaper, and **Tower** Yearbook, which are departmental publications in English and the Arts. We have 60 clubs, including numerous ethnic heritage clubs. All students are strongly encouraged to join at least one of these programs or activities; many of our students belong to several. We have an active Student Organization that promotes a positive school spirit and school tone. It gives support to teams and clubs and participates in the school's decision-making process.

Fort Hamilton High School's strategic collaborations and partnerships include -

**Partnerships:** Bay Ridge Community Council, College of Staten Island, Community Board 10, Fordham University, Hunter College, John Jay College for Criminal Justice, Kingsborough Community College, Lutheran Medical Center, Maimonides Hospital, National Chorale, Part-time Co-operative Education & Training Opportunities, Project Learn, St. John's University, VA Hospital, and VATEA

**Colleges:** Brooklyn College, College of Staten Island, Fordham University, Hunter, Kingsborough Community College, St. John's University College Advantage Program in Second Languages

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
<b>School Name:</b>	Fort Hamilton High School							
<b>District:</b>	20	<b>DBN:</b>	20K490	<b>School BEDS Code:</b>	332000011490			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		89.0	89.6	88.8	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		94.5	94.7	94.3	
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment:				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0		42.0	19.4	25.9	
Grade 8	0	0	0					
Grade 9	1419	1479	1394	Students in Temporary Housing - Total Number:				
Grade 10	1574	1632	1598	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	665	640	579		6	10	82	
Grade 12	717	707	639					
Ungraded	1	4	0	Recent Immigrants - Total Number:				
Total	4376	4462	4210	(As of October 31)	2006-07	2007-08	2008-09	
					242	222	245	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	256	283	256	Principal Suspensions	118	151	150	
# in Collaborative Team Teaching (CTT) Classes	53	56	82	Superintendent Suspensions	17	34	15	
Number all others	159	159	118					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	465	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	553	458	517					
# in Dual Lang. Programs	0	0	0	Number of Teachers	198	208	211	
# receiving ESL services only	208	410	312					

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	26	52	51	Number of Administrators and Other Professionals	42	73	72
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	10	13
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	296	398	288	% fully licensed & permanently assigned to this school	98.5	98.6	98.6
				% more than 2 years teaching in this school	85.3	82.7	83.4
				% more than 5 years teaching anywhere	68.6	67.3	68.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	87.0	86.0	87.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.5	92.8	88.6
American Indian or Alaska Native	0.1	0.2	0.1				
Black or African American	5.2	6.1	5.1				
Hispanic or Latino	35.8	34.8	33.9				
Asian or Native Hawaiian/Other Pacific Isl.	27.9	27.4	27.4				
White	31.0	31.6	33.4				
<b>Male</b>	56.2	55.2	54.4				
<b>Female</b>	43.8	44.8	45.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
√	School Requiring Academic Progress (SRAP) – Year 6						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>		0	0	0	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	61.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	10.2	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	12.1	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	34.4		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **SUMMARY OF NEEDS ASSESSMENT FINDINGS**

#### **English**

Results of the ELA Regents exam indicate that the percentage of students scoring 65+ has increased as follows: June 2007 - 87%, June 2008 - 84%, June 2009 - 88.7%.

An analysis of overall student achievement indicates that scholarship has increased as follows: June 2007 (78.8%), June 2008 (81.2%), June 2009 (84.2%).

An analysis of the annual school report profile (preliminary June 2009) indicates that we are meeting AYP in English for all student groups except Limited English Proficient. This is a marked improvement since previously, we did not achieve AYP in the Hispanic and economically disadvantaged groups.

Reflection on performance of students in the 2007-2008 Target Group (30 10<sup>th</sup> grade students, Hispanic, entering 9<sup>th</sup> grade at levels 1-2) reveals only 50% have grade appropriate credit accumulation, and have passed Living Environment and Global Studies Regents exams. Performance of students in the 2008-2009 Target Group (34 9<sup>th</sup> grade students placed in Algebra CTT reveals that all but 6 students (82%) achieved over 10 credits and 18 students passed the Living Environment Regents (53%).

**1) Student Trends:**

- Student achievement on the Grade 8 ELA exam for incoming students in September 2009 indicates that more than 50% of students from our feeder schools scored at levels 1-2. NYSED benchmarks demand that students score at levels 3-4. As a school requiring academic progress we continue to monitor this trend toward low student achievement on Grade 8 assessments.
- Edperformance periodic assessments indicate student weakness in reading comprehension, literary response and expression, and vocabulary development.
- Illiteracy among ELL students in both the Native and English language.

**2) Accomplishments:**

- Continuation of our Ramp-Up to Literacy program for all entering 9<sup>th</sup> graders at levels 1-2 and all teachers trained in NCEE curriculum and supported by Literacy Coach.
- AYP in English achieved in all student groups except Limited English Proficient.
- Scholarship and credit accumulation for students in Literacy classes has steadily improved—77% in 2007, 77.4% in 2008 and 78% in 2009.
- SIFE grant tutorials for at-risk ELL students.
- ELL Success Incentive Grant
- Greatest Generation Scholarship (NYSESLAT prep)
- Destination Math (Chinese and Spanish)
- Riverdeep (Spanish)

**Significant Barriers to the school's continuous improvement---**

- Incoming students scoring at levels 1-2 continues to be above 50%.
- Low parent participation.
- High mobility rate especially among ELL population
- Attendance issues resulting from increased travel time for students who live a great distance from the school (NCLB) and multiple sessions.
- Increased number of ELLs with interrupted formal education (SIFE) and students with IEPs as a result of reorganization of District 75 and NCLB.

**Significant Aids to the school's continuous improvement—**

- Ability to track student progress using ARIS, HSST and DATACATION.
- Various assessment tools such as Periodic Assessments that monitor student progress and predictive exams to prepare for Regents exams.
- Input from the school's Cabinet, and the proliferation of Content and Guidance Specific Inquiry Teams.
- Ongoing professional development of all staff and implementation of all school-wide initiatives in classroom instruction.

## **Mathematics**

Results of the Regents Examination in Math A indicate that there was a decrease in the passing rate from June 2007 (77.3%) to June 2008 (76.9%) to the last administration in January 2009 (66.97%) due to an increase in the number of level 1 and level 2 students taking the exam.

Results of the Regents Examination in Math B indicate there was an increase in the passing rate from June 2007 (81.6%) to June 2008 (87.1%) and a decrease in June 2009 (81.5%).

An analysis of overall student achievement indicates that scholarship has increased from June 2007 (65.8%) to June 2008 (68.4%) to June 2009 (69.9%).

Results of the Regents Examination in Integrated Algebra indicate that there was a marked decrease in the passing rate from June 2008 (100%) to June 2009 (52.55%) due to the numbers of off-track students taking the exam as well as those 9<sup>th</sup> graders who entered high school with poor mathematical skills.

### **1) Challenges:**

- An analysis of the preliminary annual school report profile (June 2009) indicates that we are not meeting AYP for Limited English Proficient students.
- Students entering the 9<sup>th</sup> grade have insufficient mathematical skills to be placed in on-track classes, therefore resulting in many more students in the three term algebra course.
- A sizable number of students are not attending math classes on a regular basis, resulting in poor scholarship.

### **2) Accomplishments:**

- The most significant aid to the school's continuous improvement is the ability to track student progress using ARIS, the various assessment tools such as the predictive exams and Scantron assessment, and the input from the school's Inquiry Team
- In the fields of technology and differentiated instruction, more teachers are using laptop projectors and the Smart Board in their daily instruction. Teachers are also differentiating instruction in all classes in order to meet the individual needs of their students.
- More students are attending the Saturday Academy credit recovery courses in math in order to meet promotional requirements.
- SIFE grant tutorials for at-risk ELL students.
- ELL Success Incentive Grant
- Destination Math (Chinese and Spanish)

### **3) Strengths:**

- Ability to track student progress using ARIS, HSST and DATACATION.
- Data reflection and instructional change strategies implemented via Inquiry Team.
- Ongoing professional development of all staff and implementation of all school-wide initiatives in classroom instruction.

## **Pupil Personnel Services**

### **High School Graduation Rate**

An analysis of the 2006-2007, 2007-2008 and 2008-2009 State School Report Cards\*; Progress Reports 2006-2007 and 2007-2008; and Quality Review 2007 and Mock Quality Review 2008 indicate the following Graduation Rates:

As of August 2006 = 60% out of 939 students

As of August 2007 = 60% out of 1081 students

As of August 2008 = 62% out of 1136 students

\*Note: NY State School Report Card reports the prior year's graduation rate for each academic year.

Fort Hamilton High School has made Adequate Yearly Progress (AYP) in Graduation Rate overall during the three-year analysis and is classified, with regard to state accountability status for graduation rate, as being in "good standing".

In contextualizing the above graduation rates, certain factors become prominent. Namely, Fort Hamilton High School's incoming ninth grade classes have, for the past three years, entered Fort Hamilton High School as "over-age for grade". The average percent each year is approximately 25% of the population. This statistic correlates with two other major features:

- Approximately 25% of our incoming ninth grade class enters the ninth grade needing literacy services.
- Approximately 25% of our ninth grade class's attendance and scholarship rate is 75%, before attendance reversals.

Compounding this reality is the fact that Fort Hamilton continues to exceed its official capacity. The building is approximately 160% over-utilized. Over utilization limits the number of reduced classes and double periods of instruction.

However, statistics in relation to graduation also show a school continuously maintaining excellence in education and upholding high academic standards. Fort Hamilton High School's post-secondary plans reveal that an overwhelming majority 76% of graduates from the class of 2007-2008 attend a 4-Year or 2-Year College, 58% and 18% respectively. In addition, a 72% of the graduating class of 2007-2008 received Regents diplomas, continuing to prove FHHS upward trend.

### **Attendance Rate**

An analysis of the 2006-2007, 2007-2008 and 2008-2009 City and State School Report Cards indicate the following average attendance rate of 89%. This statistic, while approaching the Chancellor's minimum attendance standard of 90% is noteworthy and impressive. However, it does not capture a complete assessment of Fort Hamilton High School's attendance status / concerns. Fort Hamilton High School's operational attendance rate, before 1 and 3 period attendance reversals, ranges from 76.5% to 78.9%, reflecting a direct correlation between attendance and overall student scholarship. Therefore, a 10-15% increase in attendance, before reversals, and targeting students' cutting behavior will improve attendance, scholarship and graduation rates overall.

Similar to the barriers which impedes our graduation rate: a deficit incoming ninth grade class - 25%, an exceeding building capacity – 160% and a burgeoning ELL and immigrant population 25% combined, with a high mobility rate, all negatively impacts student attendance.

However, an analysis of the 2006-2007, 2007-2008 and 2008-2009 State Report Cards, Progress Reports, 2006-2007 and 2007-2008, and Quality Review 2007 and Mock Quality Review 2008; ATS Reports, meeting and observations of guidance counselors and grade advisors, monthly Guidance Department meeting and Cabinet discussions, indicate that pupil personnel services are comprehensive in serving the needs of students. The following process for referring and supporting students is implemented: Programming and Progress Interviews, social skills guidance lessons, individual and group counseling and Project Success support are consistent. The roles of providers are delineated; providers follow-up on referrals and regularly communicate with students, parents and classroom teachers. Further, Pupil Personnel Services procedures are implemented for monitoring school and class attendance and providing outreach to students and their families. Providers of services often collaborate with community-based organizations to expand services that support the school's instructional and attendance outreach programs.

## **Science**

Results of the Regents examinations in Living Environment show a steady increase in students achieving a 65 or above in June 2007 (65.8%), June 2008 (67.1%), June 2009 (87.3%). This is due to the implementation of a three-term Living Environment course for at-risk students who need more time to understand the material needed to succeed on the Regents.

Earth Science Regents results also increased for students achieving a 65 or above in June 2007 (55.1% decreased in June 2008 (38.9%) and increased in June 2009 (73.4%). This was due to AIS Services during the Saturday Academy, After School and teacher tutoring throughout the school day.

### **1) Challenges:**

- Student achievement on the Earth Science Regents exam in the Spring 2009 indicates that 26.5% of these students scored below a 65. With the school at more than double its capacity, it is difficult to reschedule 152 students into Regents Review courses to retake the Earth Science Regents exam the following term.
- With 12.6% of the Freshmen failing the Living Environment Regents with a 65 or below during the Spring 2009, to have 125 students programmed into a Living Environment Regents Prep class while they are taking Earth Science, their second required Regents course, is not feasible as the school is at more than double its capacity.
- Illiteracy and interrupted formal education among ELL students in both the Native and English language demonstrate a need for extended time in order to understand the concepts involved in science as well as the terminology used in the Living Environment curriculum.

### **2) Accomplishments:**

- The implementation of a three term Living Environment Course for select at-risk 9<sup>th</sup> graders has increased the Regents statistics during the January Regents in this discipline.

- Regents prep classes during the Saturday Academy had 27 students in the Fall 2008 and 34 in the Spring 2009 for Living Environment and 15 and 20 Earth Science students in the Fall and Spring respectively meeting AYP before their third year of high school for the 2008-2009 school year.

**3) Strengths:**

- Ability to track student progress using ARIS, HSST and DATACATION.
- Accurate tracking of required minutes needed for students to be eligible for a science Regents via lab manuals and lab make-up sessions.
- Data reflection and instructional change strategies implemented via Inquiry Team.
- Ongoing professional development of all staff and implementation of all school-wide initiatives in classroom instruction.
- Annualized classes in Science grades 9-11 with credit recovery opportunities during the Saturday Academy.

**Social Studies**

Students continued to excel on the Global and U.S. History and Government Regents. In June 2007, 73.5% of students received a grade of 65+ on the Global History Regents. In June 2008, that percentage increased to 80.2% and increased, once again, in June 2009 to 84.1%.

In U.S. History, scores on the Regents examination continue to increase. In June 2007, 88.8% of students received a score of 65+. In June 2008, that increased to 92.04%. In June 2009, that percentage continued to increase to 93.7%.

Student scholarship steadily increased over the past several years. In June 2007, 79.3% of students passed their classes. In June 2008, 81.7% of students passed their classes. In June 2009, 83.2% students passed their classes.

**1) Challenges:**

- The large numbers of literacy-bound Freshmen and SIFE ELLs who negatively impact our scholarship in Global History classes.

**2) Accomplishments:**

- Steady increase over a 3-year period in scholarship in Social Studies and Regents stats in both Global History and U.S. History.

**3) Strengths:**

- The annualization of classes impacts credit recovery. The introduction of Team Global by a select group of dedicated Global History teachers, has impacted positively the delivery of instruction by revamping the Global IV curriculum in order to implement a thorough review of Global I, II, and III.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### ANNUAL SCHOOL GOALS

**2009-2010**

1. After conducting our Needs Assessment, it was found that the LEP and Special Education student groups have underperformed all other sub-groups for the past three years. As a result, we have made progress for these groups a priority goal for the 2009-2010 school year, with a focus on strengthening reading comprehension skills and vocabulary development. This will result in a 2% increase in the number of students in these sub-groups achieving grades 65 or above for students taking the ELA Regents exam in June 2010.
2. To continue to implement the NYS Performance Standards and the Children First Initiative across the curriculum, differentiating Math instruction to meet the needs of all students in General Education, including English Language Learners and Special Education that will result in a 2% increase by June 2010 in passing grades and exceed AYP in order to increase the number of students achieving grade 65 or above for students taking the Integrated Algebra exam.
3. A. By June/August 2010, cohort 2006 seniors will increase the graduation rate by 2% (achieving 64%) by upholding the Chancellor's minimum 90% attendance standard and exceeding 75% scholarship rate during the fall and spring marking periods, maintaining Fort Hamilton High School's graduation status of “good standing” and exceeding the minimum 55% state standard.  
  
B. To continue to support and fine-tune Project Success resources to achieve 90% student attendance, increasing attendance statistics to 85% before reversals, aligning scholarship and readily meeting the Chancellor's 90% minimum attendance standard by June 2010.
4. To improve the overall quality and effectiveness of teaching and learning in Living Environment and Earth Science, to increase the overall Science passing rate by 2% for a total of 77% and to increase the Living Environment and Earth Science Regents to 89% and 75% respectively for students scoring 65+ by June 2010.

5. To utilize student-centered instruction in order to increase the Global History Regents passing rate by 2% to 86% and the United States History Regents passing rate by 95% by June 2010.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is for all students to acquire specific reading comprehension skills in making inferences and developing vocabulary in isolation and in context on or above grade reading levels as evidenced by performance on period assessments (Scantron Edperformance Reading Tests and PSAT exams) given in October, January and June. This will be achieved by incorporating strategies for these specific instructional objectives into teachers’ daily lessons and by assisting students to evaluate their own progress and set individual goals to attain these skills. Acquisition of these skills in reading comprehension will result in all students accumulating at least 2 credits in English by June 2010 and an increase of students achieving grade 65 or above, and 85 or above by 2% for students taking ELA Regents exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>WHAT needs to be done to accomplish objective?</b></p> <ul style="list-style-type: none"> <li>• Align curriculum with Performance Standards and Instructional Goals and Objectives</li> <li>• Implement Balanced Literacy instructional strategies in all classes Annualized classes in English in Grades 9-11 with credit recovery opportunity in the Spring term.</li> <li>• Data reflection on periodic assessments and implementation of appropriate instructional change strategies.</li> <li>• Opportunities for professional development, intervisitation and sharing of best practices among teachers</li> </ul> <p><b>ACTIONS/ACTIVITIES/STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reflection on data and student performance to plan instructional objectives via Inquiry Team Teachers and students set instructional goals and plan for achievement of individual objectives.</li> <li>• Continue to offer Ramp Up curriculum in a double period class for all Grade 9 students scoring at levels 1-2.</li> <li>• Maintain student portfolios containing required writing samples assessed with ELA Regents</li> </ul>

	<p>rubrics and offer students multiple opportunities to take the examination.</p> <ul style="list-style-type: none"> <li>• Implement minimum writing requirements for each term of English (1-8) which are congruent with the ELA Regents examinations and the SED Performance Standards</li> <li>• Continue to offer intensive Regents preparation in the students' junior year.</li> <li>• Continue to offer a Regents Prep class (LBRE) in conjunction with the ESL Bridge class for cohort ELL seniors below the Transitional level.</li> </ul> <p>Encourage students to attend ELA Regents tutoring offered after school and Saturday mornings.</p> <ul style="list-style-type: none"> <li>• Include Regents-type questions on all classroom examinations</li> <li>• Continue uniform final examination policy for grades 9, 10 and 11, using Tasks I-IV of ELA Regents as models</li> <li>• Continue to collaborate with Assistant Principals of Bi-lingual, Dramatic Arts and Instructional Support Services and their teachers to help develop appropriate curriculum for students taking Regents exams.</li> <li>• Continue to encourage articulation and collaboration between English and ELL teachers for the purpose of curriculum development and implementation of specific instructional objectives.</li> <li>• Encourage on-going communication with Project Success House personnel and other guidance personnel with regard to student achievement.</li> <li>• Continue to present parent workshops at PTA meetings, to inform parents about AYP, SED Performance Standards, ELA Regents requirements, Reading &amp; Writing requirements, promotional guidelines, the Writing Process, portfolio assessment, goal-setting, helping the student at home, etc.</li> </ul> <p><b>FOR WHOM?</b> All students, including</p> <ul style="list-style-type: none"> <li>• LEP</li> <li>• Students with disabilities</li> </ul> <p><b>WHEN?</b> September 2009 to June 2010</p> <p><b>BY WHOM?</b> Assistant Principal*, Literacy Coach, Inquiry Team, Teacher Teams</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Special needs PCEN</li> <li>• Title III-Immigrant Funding</li> <li>• Title I</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Revised lesson plans, curriculum and assessments aligned to instructional goals and objectives in specific ELA critical reading skills and vocabulary development.
- Student portfolios containing required writing samples assessed with ELA Regents rubrics. The number of students scoring at levels 3-4 will increase by 2%.
- Increase in percent passing in all grades by 2% in each marking period as evidenced by classroom assessments administered six times per year.
  - Periodic assessments administered three times a year in grades 9-11. The number of students showing mastery of critical reading skills will increase by 2%.
  - AYP (Adequate Yearly Progress) maintained or surpassed in all sub-groups by 2%.
  - Increase by 2% the number of students passing ELA Regents examinations with a grade of 65 or above and 85 or above.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to implement the NYS Performance Standards and the Children First Initiative across the curriculum differentiating Math instruction to meet the needs of all students in General Education, including English Language Learners and Special Education that will result in a 2% increase in passing grades and exceed AYP in order to increase the number of students achieving grade 65 or above for students taking the Integrated Algebra exam by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>WHAT needs to be done to accomplish objective?</b></p> <ul style="list-style-type: none"> <li>• Align curriculum with Performance Standards and Instructional Goals and Objectives.</li> <li>• Implement Balanced Literacy instructional strategies in all classes to aid in solving verbal problems.</li> <li>• Annualized classes in Math in Grade 9 with credit recovery opportunities.</li> <li>• Data reflection on periodic assessments and implementation of appropriate instructional change strategies with respect to polynomial operations, factoring, and equation solving.</li> <li>• Opportunities for professional development, intervisitation and sharing of best practices among teachers.</li> </ul> <p>The following academic supports will facilitate the achievement of this goal:</p> <ul style="list-style-type: none"> <li>• AIS Tutorial Opportunities             <ul style="list-style-type: none"> <li>○ Circular 6 Tutoring</li> <li>○ ELL Success Grant – Destination Math</li> <li>○ Greatest Generation Scholarship Grant for NYSESLAT, PSAT/SAT, Regents/RCT tutoring</li> <li>○ National Honor Society Peer Tutoring</li> <li>○ Saturday Academy</li> <li>○ SIFE</li> </ul> </li> <li>• Credit Bearing Opportunities</li> </ul>

- Extended Day
- Saturday Academy
- Summer School
- Smaller size Math class
- College Now Regents Prep
- Literacy/Math Coaches
- Increased implementation of Technology in Instruction:
  - Computer Adapted Assessments
  - EdPerformance/Periodic Assessments
  - Laptop/Projectors
  - Mobile Labs
  - SmartBoards
  - Teacher Resources
- Intervisitation to share best instructional practices
- Professional Development opportunities and mentoring of teachers
  - Small group activity
  - Think-Pair-Share
  - Specific strategies to improve critical reading skills and vocabulary development and expansion
- Academic supports for subgroups
  - ELLs – Bilingual Math (Destination Math)
  - SIFE
  - Test modifications for ELLs who scored “Proficient” on the Spring 2008 and 2009 administration of the NYSESLAT
  - ISS
    - ICT Classes
    - Resource Room
    - Self-Contained

**ACTIONS/ACTIVITIES/STRATEGIES**

- Reflection on data and student performance to plan instructional objectives via Inquiry Team
- Teachers and students set instructional goals and plan for achievement of individual objectives.
- Continue to offer intensive Regents preparation in the students’ freshman and/or sophomore year.
- Encourage students to attend Math Regents tutoring offered after school and Saturday mornings
- Include Regents-type questions on all examinations

	<ul style="list-style-type: none"> <li>• Continue uniform final examination policy for grades 9, 10 and 11 using Regents as models</li> <li>• Continue to collaborate with Assistant Principals of Bi-lingual and Instructional Support Services and their teachers to help appropriate curriculum for students taking Regents exams.</li> <li>• Encourage on-going communication with Project Success House personnel and other guidance personnel with regard to student achievement.</li> </ul> <p><b>FOR WHOM?</b> All students, including</p> <ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Students with disabilities</li> </ul> <p><b>WHEN?</b> September 2009 to June 2010</p> <p><b>BY WHOM?</b> Assistant Principal, Math Coach, Inquiry Team, Teachers, Teacher Teams</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Special needs PCEN</li> <li>• Title III-Immigrant Funding</li> <li>• Title I Funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Revised lesson plans, curriculum and assessments aligned to instructional goals and objectives in specific Math skills and vocabulary development.</li> <li>• Increase in percent passing in all grades by 2% in each marking period as evidenced by classroom assessments administered six times per year. <ul style="list-style-type: none"> <li>▪ Periodic assessments administered three times a year in grades 9 and 10. The number of students showing improvement in specific mathematic skills will increase by 2%.</li> <li>▪ AYP (Adequate Yearly Progress) maintained or surpassed in all sub-groups by 2%.</li> <li>▪ Increase by 2% the number of students passing Integrated Algebra Regents examinations with a grade of 65 or above and 85 or above.</li> </ul> </li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Pupil Personnel Services – High  
School Graduation Rate

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June/August 2010, cohort 2006 seniors will increase the graduation rate by 2% (achieving 64%) by upholding the Chancellor’s minimum 90% attendance standard and exceeding 65% scholarship rate during the fall and spring marking periods, maintaining Fort Hamilton’s High School’s graduation status of “good standing” and exceeding the minimum 55% state standard.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Starting September 2009 through June 2010, provide professional development to all teachers to improve instructional strategies across the curriculum, addressing the academic needs of all promotion-in-doubt students. Continue to conduct early attendance outreach, utilizing teacher resources and Project Success personnel in supporting students in maintaining 90% attendance. Additionally, guidance personnel will continue to be proactive in identifying academically at-risk student populations, providing AIS and credit recovery opportunities in order to meet promotional standards and graduate in a timely fashion. The following personnel will be involved: Principal, APs of Supervision, AP PPS, Teachers and Guidance Counselors.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I - Professional Development opportunities for teachers on differentiating instruction, targeting the lowest third.          Title I - Project Success Staffing          Title III - Academic Intervention Services; Tutorials and Regents Preparation; Saturday Academy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Steady increase in senior scholarship and attendance by 2%, realizing an improvement in cohort graduation rate by June/August 2010.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Pupil Personnel Services –  
Attendance Rate

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to support and fine-tune Project Success resources to achieve 90% student attendance, increasing attendance statistics to 85% before reversals, aligning scholarship and readily meeting the Chancellor’s 90% minimum attendance standard by June 2010.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Consistently enforce the need for accurate attendance taking procedures, identifying teachers as the first step in responding to problematic attendance issues. Specifically, teachers will make telephone calls, send letters, and obtain e-mail address when possible and establish contact with parent(s). Chronic, unresolved cases, will be referred to Project Success, Attendance Squad, the coordinator will assist in the early identification of at-risk due to attendance, addressing cutting and absenteeism via home visits, case conferencing, and daily cutting outreach. Project Success personnel will continue to collaborate and interface with guidance personnel on an at-need basis, scheduling guidance meetings to address chronic attendance issues.</p> <p>Guidance personnel will meet with students and parents, evaluating students’ academic needs and making appropriate AIS referrals, if necessary, guidance counselors will discuss alternative educational opportunities with all eligible students. Eligible students will be invited to our bi-yearly Alternative Education Fair. When warranted, psycho-social support, i.e., counseling and outside mental health / family support services will be extended.</p> <p>Lowest-third population will participate in guidance social skills lessons. Individual and group counseling sessions will be extended to all eligible / interested students. Responsible staff:</p> <ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ AP PPS</li> <li>▪ AP Organization</li> <li>▪ Project Success Coordinator*</li> <li>▪ Teachers</li> <li>▪ Guidance Counselors</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Attendance Teacher</li> <li>▪ Assigned Family Assistants</li> <li>▪ Guidance Teams</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I - Professional Development for teachers on attendance / Project Success procedures  Title I - Guidance support services; Project Success staffing, supporting the lowest 3<sup>rd</sup></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Achieve the Chancellor's minimum 90% attendance standard with a 10-15% decrease in cutting and corresponding 10-15% increase in scholarship by June 2010.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the overall quality and effectiveness of teaching and learning in Living Environment and Earth Science, to increase the overall Science passing rate by 2% for a total of 77% and to increase the Living Environment and Earth Science Regents 89% and 75% respectively for students scoring 65+ by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>WHAT NEEDS TO BE DONE TO ACCOMPLISH OBJECTIVE?</p> <ul style="list-style-type: none"> <li>• Continue to annualize classes in Regents courses with credit recovery opportunities.</li> <li>• Align curriculum and Instructional Goals &amp; Objectives with Science Standards as set forth by the New York State Education Department</li> <li>• Implement Balanced Literacy instructional strategies, i.e. critical reading skills and vocabulary development and expansion in all classes to aid in comprehending science data and related current events articles.</li> <li>• Continue to provide opportunities for professional development, intervisitation and sharing of best practices among teachers.</li> </ul> <p>The following supports will facilitate the achievement of this goal:</p> <ul style="list-style-type: none"> <li>• Academic support for subgroups, such as Greatest Generation Scholarship Grant, Lab Make-Ups, Saturday Academy, and SIFE.</li> <li>• Early identification of at-risk students providing AIS and credit completion opportunities via Saturday Academy and Summer School</li> <li>• Develop a three-term Living Environment and Earth Science course for at-risk 9<sup>th</sup> and 10<sup>th</sup> graders respectively</li> <li>• Create lab manuals for Living Environment and Earth Science to meet State Standards needed to pass the Regents exams</li> </ul> <p><b>FOR WHOM?</b> All students including:</p>

	<ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Students with disabilities</li> </ul> <p><b>WHEN?</b> September 2009 to June 2010</p> <p><b>BY WHOM?</b> Assistant Principal, Inquiry Team, Teachers and Counselors, Teacher Teams</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Offer Professional Development for teachers in order to share best instructional strategies.</li> <li>• Tax Levy; Title III – Funding for tutorial services</li> <li>• Title III – Funding for Saturday Academy Credit Recovery  Title I – For Professional Services, such as pre-observations, post observations, intervisitations, teacher training.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>An increase of 2% in the number of students scoring 65+ in the Living Environment and Earth Science Regents by June 2010.</p>



	<p><b>When?</b></p> <ul style="list-style-type: none"> <li>• September 2009 to June 2010</li> </ul> <p><b>By whom?</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal, Inquiry Team, Teachers, and Counselors, Teacher Teams</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy; Title III funding for tutoring</li> <li>• Title III funding for Saturday Academy Credit recovery</li> <li>• Title I - Professional Services such as pre-observations, post-observations, intervisitations, Teacher training</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Increased student performance on Thematic and Data Based Essay Questions on Regents Examinations by June 2010.</li> <li>➤ Increase of 2% in the number of students passing the Global History and United States History Regents Examinations by June 2010.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	334	692	845	401	420	0	25	7
10	618	987	787	370	304	0	25	11
11	460	708	84	60	88	0	15	5
12	156	390	45	32	99	0	7	2

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>1) Double Period of English for students scoring 1-2 on Gr 8 ELA</li> <li>2) GPSRP – Test Prep Class for Gr 10</li> <li>3) Regents Preparation – E7R</li> <li>4) School-Credit Recovery E7CR-Fall term E8CR-Spring term</li> <li>6) Circular 6 Tutoring-Writing Center</li> <li>7) Saturday School-Tutoring</li> <li>8) Regents Tutoring</li> </ol>	<p>AIS: Additional period of English for at-risk 9<sup>th</sup> graders            Strategy: Ramp Up Curriculum            Delivery: Whole class daily instruction            Provided: Daily for one year</p> <p>AIS: Standardized Test Preparation—GPSRP            Strategy: Test prep strategies for PSAT/SAT and all content Regents exams            Delivery: Whole class daily instruction            Provided: Daily for one term in 10<sup>th</sup> grade</p> <p>AIS: ELA Regents Preparation—E7R            Strategy: Test prep strategies for ELA Regents            Delivery: Whole class daily instruction for one term            Provided: To students who failed ELA in conjunction with English</p> <p>AIS: Credit-bearing            Strategy: Curriculum aligned to English 1-8            Delivery: During the regular school day            Provided: To students in need of credit recovery in English</p> <p>AIS: Circular 6 Tutoring in Reading and Writing            Strategy: Drop In one-on-one tutoring in the Writing Center            Delivery: Teachers and students in small groups            Provided: During the school day</p> <p>AIS: Saturday School Tutoring in ELA            Strategy: Instruction and practice for ELA Regents            Delivery: Small group, classroom atmosphere            Provided: To students who failed or were not tested in ELA Regents</p> <p>AIS: ELA Regents Tutoring            Strategy: Instruction and practice for ELA Regents</p>

	<p>Delivery: Small group/one-on-one tutorial          Provided: After school</p>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>. AIS Tutorials Opportunities             <ul style="list-style-type: none"> <li>o Circular 6 Tutoring</li> <li>o ELL Success Grant – Destination Math</li> <li>o National Honor Society Peer Tutoring</li> <li>o Saturday Academy</li> <li>o SIFE</li> </ul> </li> <li>. Credit Bearing Opportunities             <ul style="list-style-type: none"> <li>o Extended Day</li> <li>o Saturday Academy</li> <li>o Summer School</li> </ul> </li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>. Saturday Academy offering credit recovery in Living Environment and Earth Science for students who previously failed these courses academically.</li> <li>. After-school and Saturday Academy Lab Make-Up Session to ensure Regents eligibility for students in all disciplines in Science.</li> <li>. Circular 6 tutoring during teacher prep time for students needing additional time to understand the material covered in the curriculum.</li> </ul>
<p><b>Social Studies:</b>          Credit Recovery          Library Tutorials          Literacy classes          National Honors Society Tutoring          Regents tutoring          Saturday School – credit bearing          Saturday School – tutoring          SIFE – to be reestablished</p>	<p>Tutorials are provided to all students by certified Social Studies teachers. This occurs as direct tutoring, through Regents Review classes, and during the Saturday Academy.</p> <p>Saturday Academy – Tutorials and Regents Review          Circular 6 – Tutorials and Regents review          After-School – Tutorials and Regents review</p> <p>AIS: National Honors Society Tutoring          Strategy: N/A          Delivery: small group, peer tutoring, push-in          Provided: during the school day</p> <p>AIS: Circular 6 Tutorials          Strategy: N/A          Delivery: one-to-one tutoring          Provided: during the school day</p> <p>AIS: Saturday School – tutoring          Strategy: N/A          Delivery: small group, classroom atmosphere          Provided: Saturday</p>

	<p>AIS: Tutorials  Strategy: ELL Success Incentive  Delivery: small group, classroom atmosphere  Provided: before and after school</p> <p>AIS: Regents Review Sessions  Strategy: Workshop Model  Delivery: small group, classroom atmosphere  Provided: after school day, Saturday</p> <p>AIS: Regents tutoring  Strategy: N/A</p> <p>Delivery: small group  Provided: after school</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>At-risk services are provided to all literacy students by the guidance counselors during literacy, ISS and ESL bridge classes. Students participate in 6-8 weeks of “overcoming obstacles” social skills training. Additionally, psychosocial concerns are addressed via one-on-one counseling and group counseling sessions. Academic advisement is done bi-annually and at an at-need basis. Academic deficits are addressed, providing tutoring, before, during or after the school, as well as credit recovery during Saturday Academy, annualized classes and independent study, Credit Recovery and Summer School.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>At-risk services are provided as needed by the School Psychologist to IEP students. The services provided include working one-to-one with students in need of psycho-social and emotional support to help improve attitudes and behaviors that impede academic progress. In addition, the School Psychologist, in collaboration with the IEP team, reviews established IEP’s triennially to reassess student progress toward meeting academic and psycho-social goals and provides any additional supports and advocacy as needed. In addition, the school psychologist conducts initial evaluations in collaboration with the school social worker as well as Type 3 recommendations and parental requests for reevaluations.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>At-risk services are provided by the School Social worker for students who are recommended for AIS and initial evaluations for Special Education testing. The service provided includes the counseling of students recommended for AIS in order to find a resolution of the problems, which is indicated by the student’s poor academic performance or socio-emotional problems. The social worker collaborates with outside agencies in order to provide any assistance that can benefit the student. In addition, the school social worker assists parents with understanding their due process rights when having their child tested for special education services.</p>

<b>At-risk Health-related Services:</b>	At-risk service for health related issues is provided as needed by the Related Service Providers including Hearing, Occupational Therapy and Physical Therapy, Speech and Vision. Students are evaluated and recommended for the service needed to provide support for health issues which might be impeding their academic progress.
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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**NCLB/SED requirement for all schools**

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**FOREIGN LANGUAGE/ESL DEPARTMENT  
DORISH MUNOZ FUENTES, A.P. SUPERVISION**

**Part I: School ELL Profile**

**Language Allocation Policy Team Composition  
2009-2010**

Fort Hamilton High School, in Bay Ridge, Brooklyn, is a comprehensive, urban high school in a suburban setting. Its Language Allocation Policy Team is responsible for creating and writing a school-based language allocation policy (LAP) which guides the planning of quality programs for English Language Learners. The names of the all the staff members who compose our team are reflected in the chart below:

SSO/District: Empowerment-District # 20	
Name	Position
1. Jo Ann Chester	Principal
2. Dorish Muñoz Fuentes	Assistant Principal Supervision
3. Niki Maratos	ELA Coach
4. Amy Bossak	Math Coach
5. Sandy Vallas	Parent
6. Fran De Prima	Parent Coordinator
7. Jacqueline Rico	NYSESLAT Coordinator
8. Alice Kenny	ESL Coordinator
9. Barbara Codd	ESL Teacher
10. Ronny Rodriguez	ESL Teacher
11. Dacong Zhang	Bilingual-Social Studies Teacher
12. Dennis Lee	Chinese Guidance Counselor

13. Cindy Isshiki	Chinese Guidance Counselor
14. Miriam Colón de Pagán	Spanish Guidance Counselor
15. Ana Fastag-Carvajal	Related Service Provider
16. Scott Hughes	Senior Achievement Manager
17. Karen Ditolla	Network Leader

At Fort Hamilton High School, we continually review our LAP in order to ensure that English Language Learners receive a coherent instructional program that is vigorous, challenging and aligned to the specific instructional needs of our many sub-groups. As we implement new initiatives in response to our needs assessments and performance gains, we make revisions to our plan.

The teachers who provide instruction to our English Language Learners are state certified in the areas of English as a Second Language, English Language Arts, and Content Area instruction. There are 14 certified ESL teachers, 16 Bilingual Teachers, and 16 Native Language Arts/FL teachers. There are no Content Area teachers or Special Education teachers with Bilingual Extensions.

Review of the NCLB DISAGGREGATION GROUPS (RDGS) report indicates that there are 4471 (as of 9/11/09) students on register for the Fall 2009 semester including 853 English Language Learners (ELL), who are identified by LEP indicator value of Y, and 523 Instructional Support Students, who are receiving special education services mandated by their IEP. We are multi-culturally diverse, with students from 64 different countries; and are referred to as a “mini-United Nations.” Our student population is .25% American Indian or Alaska Native, 27.2 % Asian , 32.3 % Hispanic, 5.31 % Black, 33.67 Caucasian, and 1.17 % No Data and .14% Multi-Racial. The total number of English Language Learners as Share of Total Student Population is 19%. This percentile includes 16 ISS students who are English Language Learners.

## Part II: ELL Identification Process

Prior to registering at Fort Hamilton High Schools, parents report to the high school placement center to begin the registration process. It is at this time that parents inform the school system of their preferred language pursuant to the Home Language Identification Survey (H-LIS) form. All newly enrolled students are interviewed by the LAB/NYSESLAT/BESIS (Jacqueline Rico, teacher of Native Language Arts) coordinator using the Home Language Identification Survey (HLIS) and Student In-House Educational/Language Survey. These surveys help us to determine which students may be possible English Language Learners. They are reviewed with the parents or guardians. Students are informally interviewed in English and their native language and administered the Lab-R, the formal initial assessment. At this time, parents indicate the language they wish to have information disseminated to them. During the 2008-2009 school year, we administered the Academic Language and Literacy Diagnostic (ALLD) for the first time, upon over-the-counter registration, to native speakers of Spanish who were eligible for the LAB-R test. Starting this school year, if the Home Language Identification Survey reveals that students have had a gap in their instruction, they will be administered the Oral Questionnaire by teachers who speak their native language. Teachers will conduct these questionnaires during their professional period. In addition, newly enrolled ELL who speak Spanish are administered the (one-time) Spanish Language Assessment Battery.

The literacy level of newly enrolled English Language Learners and students from “feeder” intermediate schools who speak Arabic, Chinese, and Spanish is assessed by our team of certified teachers: Christine Kavar, teacher of ESL and Arabic; Ping Chen, Simon Lo, Joanne Zhen, teachers of Chinese NLA and Li Neng Li, teacher of ESL; Ronny Rodriguez, teacher of ESL and Spanish NLA, Myrta Cordova, Maria Magdalena-Timoner, and Lies Castillo, teachers of Spanish NLA, and Dorish Muñoz Fuentes, AP FL/ESL and teacher of Spanish (if necessary) via individual interviews and placement tests in the respective native languages.

All teachers providing instruction to students enrolled in Transitional Bilingual and freestanding ESL programs are state-certified ESL teachers many of which have a Master’s Degree in TESOL. Many of these teachers also hold both ESL and content area credentials. In addition, these teachers are either bilingual or trilingual in Albanian, Arabic, Chinese, Greek, French, Italian, Russian, and Spanish.

During the second week of the month of June, we extend an invitation to all 9<sup>th</sup> grade-incoming ELLs including native speakers of Arabic and Spanish to take a placement test. Many native speakers of Arabic and Spanish who receive ESL instruction at the intermediate level will be programmed for Arabic and Spanish Native Arts in September. Many of these students do not read or write in Arabic or Spanish although they speak and understand the language; they are English dominant. The placement test facilitates the programming process for these students. After test results are available, programming is reviewed with parents in their target language and they, in turn, have the opportunity to exercise their option to withdraw their children from transitional bilingual services and select a Free-Standing ESL program.

Native language development and proficiency of Bilingual students is assessed via the administration of an initial placement test (Arabic, Chinese, Spanish), annual administration and evaluation of scores on the Chinese Reading test and EL Examen de Lectura (ELE), and ongoing evaluation of speaking, reading, and writing skills via the annual NYSESLAT.

Prior to the annual administration of the NYSESLAT, a meeting is held with Jo Ann Chester, Principal, Dorish Muñoz Fuentes, Assistant Principal Foreign Language/ESL, Virginia Izzo, Assistant Principal English, Denise Kritikos, Test Coordinator, Rosaria Mancini, Assistant Principal Pupil Personnel, and Jacqueline Rico, Lab/BESIS coordinator in order to determine exam and make-up dates, proctoring of the

exam, parental notification, and scheduling of students. The principal makes a phone message informing the parents of the exam. In addition, parent letters written in the target language are mailed home informing parents of the dates of the administration of the NYSESLAT.

In order to monitor student participation on the annual NYSESLAT, we collect data on the number of students who are scheduled for the examination and the number who sit for the exam. The following chart highlights the Participation Statistics for the Listening, Reading and Writing portions of the 2009 NYSESLAT. These figures reflect the number of students registered at our school in May, 2009.

Grade	Scheduled General Ed. Students	Present	% Taking	Scheduled ISS Students	Present	% Taking
9	285	185	64	44	24	55
10	325	243	75	27	13	65
11	91	69	76	2	1	50
12	130	38	29	12	10	83
Total	831	535	64	85	48	56

On May 14, 2009, we administered the NYSESLAT make-up. Parents were notified by letter and individual students were sent notices to report for the exam. Despite our efforts to inform students of the importance of this exam, the number of students who do not take the exam continues to increase with 29% of twelfth-graders not reporting for the exam. We have students who participate at the VA Hospital program who do not report for the exam.

In order to ensure that parents understand instructional program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) available to English Language Learners, we hold one-on-one and small group parent conferences during the students' initial screening. During these conferences, parents are afforded the opportunity to view the Parent Orientation video in their native language, ask questions, and obtain written information regarding the programs. Throughout the school year, parents request to meet with the LAB/BESIS coordinator to discuss their parental options regarding the children's education. At this time, the components of the programs are reviewed and parents exercise their option to have their children remain in their scheduled program or move to a Freestanding ESL if the student is receiving bilingual services. Information regarding the programs is reiterated when the annual Continued Entitlement letters are mailed home.

When we confirm a student's entitlement to Transitional Bilingual/ESL Services which takes place within the first ten days of enrollment, parents are notified via mail. Letters written in target languages include instructions for their return. Parents of students who continue to be entitled as determined by the results on the New York State English as a Second Language Achievement Test (NYSESLAT) receive Continued Entitlement letters which are provided in the native language to the extent possible. The mailing date is then noted on each student's profile card. If the letters are not returned indicating parental choice, students continue to receive bilingual services as per CR Part 154 mandates. If parents return the letters exercising the option to withdraw their children from a bilingual program, at minimum, their "opted out" students must receive English as a Second Language Instruction and they are strongly encouraged to continue Native Language Arts instruction.

Those Continued Entitlement letters which are returned reflect that parents choose to have their children remain in the same program. The bilingual grade advisors who program our ELL population receive copies of these letters in order to ensure that student programs reflect these parental choices.

In order to fulfill New York State Education Department CR Part 154 requirements, we complete the Extension of Services Report for those students who have received services for more than three years but less than six years. This report ensures that the school receives entitled State funding and highlights the services provided to these students. Many of these students are struggling to pass their classes because they lack the skills necessary for success at the Intermediate levels of English language proficiency. Intervention services are implemented based on the reason/code noted for ESL/Bilingual programs' extension of services request.

Throughout the school year, the LAB/NYSESLAT/BESIS coordinator ensures that information regarding students identified as English Language Learners (including newly admitted students) is collected and documented on the BESIS including their placement in a bilingual or ESL program. We do not offer a dual language program. The collection of data is in alignment with State accountability requirements.

Students are then programmed for a Transitional Bilingual or a Freestanding ESL program based on the program of choice identified on the Parental Survey and Program Selection form completed at the time of registration. Prior to the selection of the students' programs, the LAB/BESIS coordinator reviews the two programs available at our school (TBE and ESL) with all parents. Parents are afforded the opportunity to ask questions and discuss any concerns that they might have regarding program placement. Parents also view the video in their native language which explains the programs. Bilingual teachers provide translation services when needed.

Standards-based instruction that prepares students to think critically, solve problems and communicate in the language of instruction and interventional support services are made available to every student at the time of entry into the English Language Speaking School. Part of the planning process for academic language development includes the allocation of time for ongoing teacher assessment of student's language proficiency. At the end of each semester, teachers complete a Change-of-Track card for students who fall below or above the proficiency level for each ESL level. Changes are made in the student's program in addition to tailoring the content of courses of study where appropriate. Curriculum Maps reflect changes for each course in order to address the academic needs of our students. Students are programmed for tutorials that reinforce the four basic language acquisition skills. In addition, the selection and purchase of new textbooks and leveled readers is consistent with the annualization of ESL classes and reflect the instructional objectives identified for each level of ESL and NLA instruction. Instructional supplies and materials that supplement language instruction are also aligned with the standards.

Review of the Parent Survey & Program Selection form for the past few years indicates that parents of newly enrolled English Language Learners who speak Arabic, Chinese, and Spanish select the Transitional Bilingual Program as the program of choice. Fort Hamilton High School offers bilingual instruction in Arabic, Chinese, and Spanish. The Parent Survey & Program Selection form also reflects that parents of newly enrolled English Language Learners who speak other languages do not exercise the Transfer Option and select to enroll their children in the English as a Second Language program. The total number of students enrolled in Transitional Bilingual and ESL programs for the past three years were 549/186 in 2006-2007, 449/383 in 2007-2008, and 514/287 in 2008-2009 respectively.

The program models offered at FHHS reflect parental requests for programs which provide for the linguistic needs of their children. If enrollment data indicates that a total of 20 or more students on the same grade level speak a common language, we plan to offer content area instruction in the target language providing that we are able to hire state-certified staff.

### Part III. ELL Demographics

#### A. ELL Programs

The number of annualized classes/periods for each Self-Contained ESL and Transitional Bilingual program models offered at FHHS for the Fall 2009 term is listed in the chart below. These classes are scheduled according to level of language proficiency, not grade level. For example, a tenth grader could be programmed for a Beginner level ESL class or a ninth grader could be programmed for an intermediate level ESL class. Bilingual Science classes are mixed with students in different grade levels. In general, students in World History I classes are in the 9<sup>th</sup> grade, students in World History 3 are in the 10<sup>th</sup> and US History 5 are in the 11<sup>th</sup> grade.

ESL NEO/NEW Newcomers	(3 pds/day)	2 classes
ESL LBI Beginner	(2 pds/day)	3 classes
ESL LB1L Beginner (LAB)	(1 pd/day)	3 classes
ESL LI1/LI1L Intermediate	(2pds/day)	6 classes
ESL LPT Pre-Transitional	(2 pds/day)	5 classes
ESL LBRE- Regents Preparation	(1 pd/day)	1 class
ESL TRANS 2 LT2	(2pds/day)	3 classes
ESL TRANS LT4-ESL Regents Prep	(2 pds/day)	3 classes
ESL PUBLIC SPEAKING 1	(1pd/day) -in conjunction with ENGLISH (E76)	2 classes
ESL PUBLIC SPEAKING 2	(1pd/day) in conjunction with ENGLISH (E76)	1 class
ESL ISS Pre-Transitional	(2pds/day)	1 class
ESL ISS Transitional	(2pds/day)	1 class
ESL Earth Science 1	(1pd/wk)	10 classes
ESL Living Environment (1 pd/day)	(1 pd/day)	3 classes
ESL World History 1/2	(1 pd/day)	3 classes
ESL World History 3/4	(1 pd/day)	3 classes

ESL US History 1/2	(1pd/day)	3 classes
Economics 1 ESL	(1pd/day)	1 class
NLA Level 1/2	(1 pd/day)	Arabic (1) Chinese (3) Spanish (2)
NLA Level 3/4	(1 pd/day)	Arabic (1) Chinese (4) Spanish (2)
NLA Levels 5/6	(1 pd/day)	Arabic (1) Chinese (3) Spanish (2)
NLA Level 7/8	(1 pd/ day)	Chinese (2)
Advanced Placement Language	(1pd/day)	Spanish(1)
Transitional Bilingual instruction is provided using the following percentile ratio of NLA usage/support: 60%-40%, 50%-50%, 75%-25%.		
Global Studies 1/2	(1pd/day)	Arabic (1)
World History 1/2	(1 pd/day)	Chinese (3) Spanish (1)
World History 3/4	(1 pd/day)	Chinese (3) Spanish (1)
Global Studies 3/4	(1pd/day)	Arabic (1) Chinese (3) Spanish (3)
US History 1/2	(1 pd/day)	Chinese (3) Spanish (1)
Participation in Government	(pd/day)	Chinese (2)
Living Environment	(1 period/day)	Chinese (3) Spanish (1)
	(1 period/day)	
INT ALG TERM 1 OF 2	(1 period/day)	Chinese (1)
INT ALG TERM 1 OF 3	(1 period/day)	Chinese (1) Spanish (1)
INT ALG TERM 2 OF 3	(1 period/day)	Chinese (2)
INT ALG TERM 3 of 3	(1 period/day)	Chinese (2)

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09**

**School District: 20**

School Building Fort Hamilton High School

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2007-08)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL															
Arabic (ARB)							31	19	12	42	21	21	12	4	8	6	0	6	04		04
Bengali (BEN)							03	0	03	01	0	01	0	0	0	02	0	02			
Bosnian (BOS)																					
Chinese (CMN)							121	112	9	132	110	22	47	36	11	70	40	30	04	01	03
French (FRA)										01	0	01									
H. Creole (HAT)																01	0	01			
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)							02	0	02	01	0	01	02	0	02	01	0	01			
Polish (POL)							01	0	01	06	0	06	01	0	01	0	0	0			
Portuguese (POR)																01	0	01			
Russian (RUS)							05	0	05	06	0	06	01	0	01	03	0	03			
Spanish (SPA)							65	62	03	72	57	15	13	07	06	08	03	05	16	2	14
Vietnamese (VIE)										01	0	01				01	0	01			
Albanian							01	0	01	04	0	04									
Urdu							02	0	02	09	0	09	02	0	02				04	0	04
Armenian							01	0	01	01	0	01									
SUB →							232	193	39	276	188	88	78	4	31	93	4	50	28	3	25

TOTALS														7			3			
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Total Number of LEP students  
**Served**  
**Identified** in the Building in 2007-08  
 (Do not include long-term LEPs)

695

Bilingual

(Do not include long-term LEPs)  
 ESL

Total Number of LEP students

823

28

**Number of Teachers and Support Personnel for 2008-2009**

**School Building:** Fort Hamilton High School **District 20**

**List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.**

School Building	Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Fort Hamilton HS	16	14	0				
<b>TOTALS</b>	16	14					30

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

**Include schedules for three different students in the ESL program (one each for *Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.**

**SAMPLE STUDENT SCHEDULE 2009-10 BILINGUAL**

Bilingual Program Type:  Bilingual  Free-Standing  Push-in  Pull-out

Indicate Proficiency Level:  Beginning  Intermediate  Advanced

**School District: 20 School Building: Fort Hamilton High School**

**PROGRAM IS THE SAME FOR EACH DAY OF THE WEEK.**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:	S PPEF/O1 GRILLO GGYM (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: To:	Subject (Specify) SL1C/03 CHENG 360	s	Subject (Specify)	Subject (Specify)	Subject (Specify)
3	From: To:	ME21/10 KWASNIK 131	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
4	From: To:	ZLUN/01 CAFÉ	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
5	From: To:	LB1L/02 KUNIK 203	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: To:	LB1/02 LI 852	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
7	From: To:	LB1/02 LI 852	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
8	From:	FC1N/03 CHEN	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

	To:	860				
<b>9</b>	From: To:	H1C/02 ZHANG 335A	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)**

Bilingual Program Type:     Bilingual                     TBE                     Dual Language  
 Indicate Proficiency Level:     Beginning             Intermediate             Advanced

**School District: 20            School Building: FORT HAMILTON**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
3	From: To:	SC1/01 EDOBAROS ULA 118	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
4	From: To:	H5C/02 LIANG 830	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
5	From: To:	MG32/04 KUIZON 231	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: To:	PTPB/06 SHAATAL PROA	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
7	From: To:	FC5N/03 ZHEN 862	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
8	From: To:	ZLUN/05 CAFÉ	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

<b>9</b>	From: To:	LPT/-05 GOLD 862	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	LPT/05 GOLD 862	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**SAMPLE STUDENT SCHEDULE 2008-09 BILINGUAL**

Program Type:  Bilingual     Free-Standing     Push-in     Pull-out  
 Indicate Proficiency Level:     Beginning     Intermediate     Advanced

**School District: 20      School Building: Fort Hamilton High School**  
**PROGRAM IS THE SAME FOR EACH DAY OF THE WEEK.**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>2</b>	From: To:	Subject (Specify) PPEF/04 JACKSON GGYM	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>3</b>	From: To:	MG32/02 KUIZON 135	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>4</b>	From: To:	ZLUN/01 CAFÉ	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>5</b>	From: To:	H5S/01 CHAPARRO 436	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>6</b>	From:	LT2/02 KUNIK	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

	To:	203				
<b>7</b>	From: To:	LT2/02 KUNIK 203	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>8</b>	From: To:	FS5N/02 CORDOVA 850	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>9</b>	From: To:	SC1/04 EDOBAROS ULA 118	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**SAMPLE STUDENT SCHEDULE 2008-09 ESL**

ESL Program Type: Bilingual  Free-Standing  Push-in  Pull-out

Indicate Proficiency Level:  Beginning  Intermediate  Advanced

**School District: 20 School Building: Fort Hamilton High School**

**PROGRAM IS THE SAME FOR EACH DAY OF THE WEEK.**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
3	From: To:	SI16/01 CHENG 305	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
4	From: To:	ZLUN/01 CAFÉ	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
5	From: To:	H16/02 LIANG 830	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: To:	PTPG/06 GRILLO 258	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
7	From: To:	ME31/10 PRIMAK 332	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
8	From: To:	LB1L/03 LI 862	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	From:	LB1/03	Subject	Subject	Subject	Subject

<b>9</b>	To:	LI 862	(Specify)	(Specify)	(Specify)	(Specify)
<b>10</b>	From:	LB1/03 KUNIK	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	205				

**SAMPLE STUDENT SCHEDULE 2008-09 ESL**

ESL Program Type: Bilingual                    X Free-Standing    \_\_\_ Push-in                    \_\_\_ Pull-out  
 Indicate Proficiency Level:            Beginning            X Intermediate            \_\_\_ Advanced

**School District: 20            School Building: Fort Hamilton High School**  
**PROGRAM IS THE SAME FOR EACH DAY OF THE WEEK.**

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>2</b>	From: To:	MEA/01 KRASNOFF 334	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>3</b>	From: To:	LI1/02 KAWAR 200	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>4</b>	From: To:	LI1/02 KAWAR 200	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>5</b>	From: To:	SE16/08 RDDAD 329	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>6</b>	From: To:	ZLUN/03 CAFÉ	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

<b>7</b>	From: To:	H36/02 MORALES 833	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>8</b>	From: To:	AAA1/06 MILO 324	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>9</b>	From: To:	PPEM/05 SHERRY BGYM	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	LB1/03 KUNIK 205	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**SAMPLE STUDENT SCHEDULE 2008-09 ESL**

ESL Program Type:  Bilingual  Free-Standing  Push-in  Pull-out

Indicate Proficiency Level:  Beginning  Intermediate  Advanced

**School District: 20 School Building: Fort Hamilton High School**

**PROGRAM IS THE SAME FOR EACH DAY OF THE WEEK.**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0		GGDL/01 LEE 207				
<b>1</b>	From: To:	H8/01 LAMARCA 842	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>2</b>	From: To:	Subject (Specify) E76 GUINTA 369	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>3</b>	From:	LPS1/01 LOUDON	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

	To:	858				
<b>4</b>	From: To:	PHA/12 RIVERA 223	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>5</b>	From: To:	ZLUN/02 CAFÉ	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>6</b>	From: To:	SE16/09 GARCIA 314	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>7</b>	From: To:	AUA/01 SHIN B32B	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>8</b>	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>9</b>	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:		Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

## ELL Years of Service and Programs:

There are 839 English Language Learners enrolled for the 2009-2010 school year. Review of the years of service report (RYOS-dated 9/23/09) indicates that within this total there are several subgroups that have different instructional needs. There are 127 students with interrupted formal education (SIFE), 510 newly enrolled students, "Newcomers" receiving services from zero to 3 years. The total number of students receiving services from four to six years is 205. Within the total of students identified on the RYOS report, the total enrollment of Instructional Support Students is 104. There are 124 Long-Term (LTE) who have completed 6 or more years of Bilingual/ESL services. Since the beginning of the school term, 111 have registered "over-the-counter." This on-going over-the-counter student registration accounts for the differences in the data collected for all sub-groups. Total numbers for various reports changes on a daily basis.

Students within the subgroups based on years of identification are programmed for a Transitional Bilingual or a Freestanding ESL program. Review of the SIFE Report indicates that there are students who belong to a particular subgroup who are also students with interrupted formal education (SIFE). A large number of these students also receive Instructional Support Services. Of the 510 Newcomers (0-3 years) enrolled, there are 34 SIFE who receive bilingual services, 30 SIFE and 3 ISS who receive ESL services.

Of the 205 students enrolled receiving services from four to six years, there are 6 SIFE students who receive bilingual services. There are 24 SIFE and 14 ISS who receive ESL services. Of the 124 Long-Term students enrolled, there is 1 SIFE LTE who receives bilingual services and 6 SIFE LTE and 2 ISS LTE who receive ESL services. The number of ELLs in the bilingual program who are in alternate placement is 13.

## B. Home Language Breakdown and ELL Programs:

The Summary of LEP Student Enrollment 490 (RHLLA) report dated 9/23/09 highlights the number of students by grade who speak a common language:

### HOME LANGUAGE REPORT-ENGLISH LANGUAGE LEARNERS BY GRADE\*

Language	Grade 9	Grade 10	Grade 11	Grade 12	Total
Albanian	1	4	0	0	5
Amoy a.k.a Fukienese	1	1	0	1	3
Arabic (AR)	34	49	24	10	117
Armenian	1	1	0	0	2
Azerbaijani a.k.a. Azeri	0	1	0	0	1
Bengali (BG)	2	4	0	0	6

Bangla in Bangladesh					
Burmese				1	1
Cantonese (CH)	32	55	26	21	134
Chinese/Any	28	20	7	8	63
Greek (GK)	1				1
Gujarati		1			1
Korean (KO)	1	1	1	1	4
Macedonian		1			1
Malayalam					
Mandarin	41	66	29	31	167
Polish (PO)	0	3	2	1	6
Portuguese (PT)	1				1
Russian (RU)	1	7	0	1	9
Serbo-Croatian	0	1	0	0	1
Spanish (SP)	58	93	20	8	179
Thai				1	1
Turkish	1	1	0	1	3
Ukrainian	1	1	0	2	4
Urdu (UD)	9	5	4	3	21
Uzbek		1			1
Vietnamese (VI)			1	1	2
Other					
Unknown					0
TOTALS	213	316	115	91	734

The number of students speaking each language tends to change on a daily basis as more students are enrolled during over-the-counter registration and students are discharged. The changes in total numbers occur most frequently for students speaking Arabic, Cantonese, Mandarin, Spanish, and Urdu. This makes it difficult to provide an exact number of students registered speaking the languages indicated above. For example, the total number of students enrolled on 9/14/09 (746) changed from the 9/01/09 (758) total which was the first day that we reviewed the report. As of 9/23/09, the total number of ELLs enrolled is 734. There are 111 over-the-counter eligible students for the FALL 2009 semester. Fifteen of the students who took the LAB-R tested Proficient and are not eligible for services. Answer documents have been submitted for an official score.

Fort Hamilton High School has 746 English Language Learners speaking 25 different languages. We provide standardized and consistent, high-quality instruction to all of our students enrolled in our Transitional Bilingual Education and Freestanding English as a Second Language (ESL) programs. Bilingual programs, including a full program of NLA, are offered in Arabic, Chinese, and Spanish. Chinese and Spanish-

speaking English Language Learners are provided with bilingual classes in Living Environment (Biology), Global History I and II, Global History III and IV, US History and Economics. English Language Learners who speak Arabic are provided with bilingual classes in Global History I and II. Finally, all English Language Learners are placed in an “N” homeroom within a Multicultural House according to their grade level.

The total instructional minutes in our school day is 360 minutes. Instruction in the target language supports the development of oral and written fluency and facilitates the transfer of skills acquired in Native Language Arts classes to other content areas. All NLA and Bilingual/ESL Content Area classes, Global History, US History, Economics, Living Environment, and Earth Science, provide 225 minutes/week of instruction. However, the percentage of Arabic, Chinese, and Spanish Native language use in Mathematics, Science, and Social Studies classes can vary depending on the students’ English proficiency level and the nature and level of the content area. Based on the students’ levels of language fluency and academic proficiency, the native languages are differentiated for instruction. For example, the majority of students in the Freshman Global History classes have been in the United States for less than one year. Their vocabulary is deficient in both English and the native language. This is primarily due to their rural backgrounds. Therefore, the native language is emphasized both written and verbally. In the upper grades, English is utilized as a primary language. Alternate languages are incorporated in order to clarify key issues/discussions. Written materials are presented in English as well. An emphasis is made on transitioning students from bilingual to English classes during their high school career.

In the area of Science, each aspect of the lesson is broken down into English either through cooperative learning or teacher instruction via mini-lessons. Scientific concepts are taught in the native language and reinforced in English.

Students are grouped in Native Language classes according to their language ability level and in content areas according to their grade level and/or credit previously earned in those subjects.

Instruction in Native Language and English in Math, Science and Social Studies is allocated as follows: for Beginner students-60:40; Intermediate -50:50; and Advanced- 25:75 during a 45 minute instructional period. However, students performing at different levels of language proficiency may be enrolled in the same level-content area class. For example, student enrollment in a Living Environment or Global Studies class may consist of students performing at Beginner and Intermediate levels. Students enrolled in Algebra are ninth grade repeaters and students enrolled in Living Environment Chinese and Spanish classes are ninth and some failing tenth grade students having different levels of language proficiency. In order to meet the diverse learning needs of all students, bilingual teachers provide for Standards-based Differentiated Instruction by implementing scaffolding instructional techniques in addition to the following instructional strategies: paired and small group cooperative learning, choral repetition drills, word walls, carousel brainstorming, and jigsaw. In addition, teachers integrate cultural and linguistic differences into the content area curriculum. Technology-based instruction via the Destination Math in Chinese and Spanish program as well as the Achieve3000 Differentiated Reading Program provides additional support before, during, and after school. This year we plan to implement the Destination Math program in Arabic.

English Language Learners at higher ESL levels participate in enrichment classes such as Art, Music, and Physical Education. Instruction is provided by teachers using ESL strategies and methodologies. Such participation affords the students the opportunity to strengthen their English language development while meeting graduation course requirements.

Fort Hamilton High School provides a full program of ESL instruction in English to all English Language Learners who have selected a Freestanding English as a Second Language (ESL) program as the instructional program of choice. Students who receive bilingual instruction also receive ESL instruction as well as entitled Instructional Support Service (ISS) students as per their I.E.P.

ESL instruction which focuses the four basic-language acquisition skills: listening, speaking, reading, and writing. ESL Instruction is provided via self-contained ESL classes as determined by English language proficiency levels and regulated by New York State CR Part 154 guidelines. ESL and ELA instructional strategies and methodologies are employed to teach Language Arts and Content areas which allow students to learn content and receive content credit while simultaneously developing English language skills and meeting or exceeding New York State and City standards.

English Language Learners receive the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. Students scoring on a Beginner level on the NYSESLAT are programmed for a triple period ESL LB1/LB2 class with 675 minutes/week of ESL instruction. Students scoring on an Intermediate level are programmed for a double period ESL LI1/LI2 class with 450 minutes/week of ESL instruction. Students scoring on an Advanced level are programmed for one period of ESL and one period of ELA (Pre-Transitional LPT – Transitional LT4) for 225 minutes/week respectively of ESL instruction.

Instruction is aligned to English Language Arts Regents Examination. Cohort juniors at the pre-transitional level who are scheduled to take the ELA Regents examination are programmed for an additional Regents-Prep LBRE course. Students are encouraged to continue with one period (unit) of Native Language Arts instruction where available in order to promote the transfer of language skills to other content areas. In addition, students are programmed for one period (unit) of Mathematics, Science and Social Studies in English using ESL strategies. One unit of Art, Music and Physical and Health Education completes the ELL program.

Students who have passed the ELA Regents examination and have not scored Proficient (P) on the NYSELAT are programmed for a mainstream English class in conjunction to a Public Speaking class LPSI or LPSII. Students who have completed the two Public Speaking classes and have not scored Proficient on the NYSESLAT are programmed for a mainstream English class in conjunction to an English/ESL elective which is included in the ESL department course offerings.

In all science classes, non-English speaking students are grouped with students of the same language having a higher level of English proficiency. This ensures effective communication among the students and teacher and promotes literacy skills needed to learn English.

ESL, NLA and Content area and ELA teachers meet on a weekly basis as learning communities to articulate and collaborate in order to maximize English language development and content area learning. Inter-visitation and Intra-visitation with Debriefing sessions across the disciplines are scheduled on a regular basis. A Grade Leader is assigned to each level and works closely with all teachers teaching the same level. In addition, teachers are scheduled for common professional periods where possible. Finally, joint department meetings are scheduled throughout the year.

Newly arrived students or students from other neighboring schools who have interrupted formal education (SIFE) are interviewed and enrolled in a self contained class in which instruction is differentiated to meet the specific needs of the students. Many students are illiterate in their native

language and lack social skills. Instruction focuses on the teaching of phonics, vocabulary development and expansion. Level-appropriate content-based textbooks and readers are included in the instructional program. We have implemented ESL Labs in which students practiced their listening and speaking skills.

Our Newcomers program continues to be very successful in meeting the needs of our newly arrive students who enter our school with little or no prior English language instruction. These students are programmed for into a three-period Newcomers ESL class for the given semester. These students need additional support and attention in order to succeed academically and meet the standards. Special consideration is given to help the new students feel welcome and to adjust to their new surroundings. They are provided with a buddy within the class who helps them procure their ID cards, Metro cards, and Physical Education uniforms. They are also programmed for our school sponsored Saturday Academy, Circular 6-Tutoring with ESL teachers, ESL tutorials in addition to their daily school program. Intervention strategies include collaborative teaching, individual and small instruction. Language proficiency is assessed at the end of the semester after which teachers complete Change-of-Track cards. After parental notification, students are then programmed for beginner or intermediate level instruction.

This year, we provided “push-in” services via the ELL Success Incentive Grant. ESL teachers provided additional support to groups of 3-6 newly arrived students in order to help the students acclimate themselves to the new school. Instruction which reinforced the work completed in the large group setting focused on vocabulary development and expansion as well as study and social skills.

Students who are receiving service from four to six years struggle to pass their classes and many are potential LTE. They also need additional support which is provided via one-on-one conferencing with ESL teachers, and peer- tutoring. We apply for an extension of services for these students in order to continue to provide instruction that targets their specific needs.

Students who continue to be identified as ELL after six years of service (Long-Term ELL) are recommended for participation in the Saturday Academy. Cohort seniors who are LTE and programmed for classes below transitional levels are programmed for a Regents Preparation class. Instruction focuses on vocabulary development and expansion, critical thinking skills and test taking strategies. In addition, students participate in the Achieve 3000 Differentiate Reading program in English and Spanish. We plan to implement the Destination Math program in Arabic pending submission and awarding of SIFE/LTE Academic Intervention Grant. The program supports students who speak Chinese and Spanish. In addition, students in Bilingual classes who continue with their native language study are programmed for Advanced Placement Spanish Language in which they are able to receive College credit in addition to high school. Entitled American-born Hispanics who are English dominant and not making progress in Spanish Native Language Arts are programmed for a Spanish Heritage Speakers Track class. Instruction focuses on reinforcing the language skills necessary for students to succeed on the Regents, to assist them in gaining language proficiency, and to improve scholarship in all second language classes. In addition, instruction focuses on the improvement of self-esteem. Uniform final exams parallel to ELA Regents writing tasks.

English Language Learners who have been retained in grade and/or need credit remediation in order to graduate are recommended by grade advisors and teachers for the Title III Summer School Program. Newcomers (students with less than two years in an ELSS) and SIFE (students with Interrupted Formal Education) students are recommended for the Summer Bridge Program. In addition, additional students who would benefit from additional ESL support services (Enrichment) are also recommended.

Instructional Support Students entering at the 9<sup>th</sup> grade level are immediately assessed to determine their reading, writing and language acquisition abilities. For the most part, these students are delayed in these areas due to learning disabilities more than their lack of language acquisition. We utilize the Wilson and Rewards reading and strategies to instruct our ESL students in Self-Contained (15-1) classes. We also provide instruction which prepares the students for the NYSESLAT and Regents examination. In addition, we provide for an ISS Literacy Coach who works with all teachers in order to address the literacy needs of our students. Instruction is also provided via CTT classes.

Students who require alternative placement in special education classes are assigned Alternative Placement Paraprofessionals who speak the students' native language. The students' needs are met as the paraprofessional accompanies the student providing language support and addressing his/her academic deficits and delays (cognitive and language). These delays are also addressed in the self-contained classroom. Due to smaller class size in conjunction with the special needs of the ISS student, instruction is tailored to the diverse levels of ability and comprehension. This is accompanied by the implementation of various differentiated learning tasks. This differs from the traditional mainstream methodologies by addressing multiple levels of instruction to complete comparable tasks whereas in the mainstream all students are on the same approximate level. Examples of differentiated tasks include the use of different levels of vocabulary, reading comprehension passages and questions and a widely diverse array of reading samples in one classroom library.

We ensure that appropriate testing accommodation (time extension, separate location, bilingual dictionaries and glossaries, and method of exam presentation and response) is provided for students with an IEP Regents and on the NYSESLAT. Separate classrooms are assigned to ISS students which include all Resource and X-coded students.

Students are also recruited to attend school-sponsored programs such as SIFE/Long Term ELL, ELL Success Incentive and Greatest Generation Scholarship Grant tutorial programs and Saturday tutorials. Three programs which have enabled us to differentiate instruction for our ELLs are the EMC Paradigm Literary program, Achieve 3000, Destination Math in Chinese and Spanish and a ESL "Push-In" Beginner ESL Program.

English Language Learners are encouraged to take part in school-sponsored and special academic intervention programs geared towards helping them meet the standards. During the 2008-2009 school year, the identification of FHHS as a Demonstration Site for Academic Intervention Services via the SIFE/Long-Term LTE, ELL Success Incentive, and Greatest Generation Scholarship Grants enabled teachers to continue to provide before, during and after school differentiated instruction across all disciplines to ELLs and former ELLs. The Greatest Generation Scholarship Grant allowed us to provide much needed test-practice for the NYSESLAT. Additionally, the ESL "Push-in" class enabled us to provide on-going support to Newcomers, over-the-counter beginner-level students. This fall term, we will continue to offer our ESL and mainstream math students "during-school" support via the Destination Math program in Arabic (pending), Chinese, English and Spanish and the Achieve3000 Reading program.

Group guidance via guidance lessons is provided to all ELL by guidance counselors during Pre-Transitional English classes in addition to one-on-one counseling. A Newcomers class for newly arrived students to the United States, Regents Preparation-LBRE for students below transitional English level, Regents Tutoring, SAT Prep, Peer Tutoring, Circular 6 and National Honor Society Tutoring, Credit Recovery, and Science Lab Make-up sessions complete our intervention program. Services are available in English and the target languages (Arabic, Chinese, and Spanish). Intervention strategies include collaborative teaching, individual and small instruction. Students requiring additional support services are referred to the PPT Intervention Team and receive bilingual Group counseling with Arabic, Chinese and Spanish guidance counselors.

Upon entering Fort Hamilton High School, students who are identified as students with interrupted formal education (SIFE) and students who continue to be identified as ELL after 6 years of service (LTE) are programmed for before, during, and after school classes and Saturday Academy which provide supplemental instruction. The classes, designated ESL NYSESLAT preparation, EMC Literacy, Social Studies Chinese and Spanish, and Destination Math Chinese and Spanish are taught by a state certified ESL teacher. At the completion of one term, students are assessed for future class participation. Instruction focuses on the integration of vocabulary development and expansion and critical reading comprehension skills and the implementation of technology into daily lessons. All students for whom extension of services are made are programmed for our school sponsored Saturday Academy, Circular 6-Tutoring with ESL teachers and ESL in addition to their daily school program.

Cohort juniors who are below Transitional English classes who are scheduled to take the ELA Regents are programmed for a single period Regents Preparation (LBRE) class in conjunction with a Pre-transitional LPT class. Students who have passed the ELA Regents, but have not scored Proficient (P) on the NYSESLAT and continue to be entitled to Bilingual/ESL services, are programmed for a mainstream English class and an ESL Public Speaking LPSI and LPSII class. This year, a total of 20 students who have completed both Public Speaking classes and continue to be entitled were programmed for a mainstream English class in conjunction with an ESL elective course (Literature of the Holocaust or The Immigrant Experience). Additionally, they are also scheduled for participation in the Saturday Academy and SIFE/Long-Term and ELL Success Incentive Grant tutorial programs. Other support services include tutorials provided by teachers through Circular 6 and teacher volunteers, parent/guidance conferences, home visits, and education and career-oriented trips.

Classroom libraries and word-to-word dictionaries in target languages are available in all classrooms in order to promote literacy skills of all ELLs. As students utilize their native language, the second language acquisition process is accelerated and academic success is fostered.

Individual counseling is provided by a Bilingual Guidance Counselor, school psychologist, or social worker when necessary, and quite a few of these students receive Resource Room services as well.

Tutoring and Saturday Academy are available instructional support services provided by state certified teachers in Mathematics, Science, Social Studies, and ESL. Individual counseling is provided by a Bilingual Guidance Counselor when necessary, and quite a few of these students receive Resource Room services as well. Finally, increased parental contact and referrals to Project Success has resulted in an increase in student attendance after extended absences.

Fort Hamilton High School provides transitional support for a period of two years for those students who have scored Proficient (P) on the NYSESLAT and require additional support. We also provide support to former ELL who continue to demonstrated deficiencies in content area subjects. Students who have reached proficiency level on the NYSESLAT are interviewed by grade advisors/guidance counselors and are immediately programmed for an English mainstream program including a self-contained English class (E76-Fall and E86-Spring) which focuses on College and Career writing. In addition, they are placed in level appropriate mainstream Mathematics, Social Studies and Science classes. Twelfth graders (seniors) continue to be programmed in the "N" official class in our "House" program structure in order to monitor their progress and are also encouraged to attend tutorials. Students who scored Proficient (P) on the 2008 and 2009 NYSESLAT administration will be provided with test accommodations.

For this school year, we have annualized all ESL and Foreign Language classes in order to provide for continuity of instruction during the school year and reduced program changes through equalization and provide for credit recovery. In the past, program equalization resulted in programming constraints which did not allow for continuity of instruction. Teachers have expressed the importance of having the same students enrolled in their classes for the entire school year.

This year we will not program SIFE students for a support class during their lunch periods. Last year, we were only allowing thirty minutes of instruction since students had to have their lunch during the schedule time they were assigned to a SIFE class. This program was not cost-effective and therefore will not be continued. Instead, we have opted for providing supplemental instruction to our SIFE students for a full period of instruction. Teachers will provide instruction via a 6<sup>th</sup> period assignment or before or after school. The class will be additional class for our ELL.

ELLs have equal access to all extra-curricula, guidance, support, and remedial services that are made available to all students at Fort Hamilton High School. Information regarding diploma/graduation requirements has been translated in the target languages. Student-parent and teacher contracts which highlight expectations for students for the 2009-2010 school year are translated in the target languages. In addition, students identify and revise SMART instructional goals throughout the school year.

Students are afforded the opportunity to enroll in College Now courses which provide a venue for college credit. The courses provide college selection and career exploration guidance. Instruction is provided before the students' regular schedule.

Throughout the school year, English Language Learners participate in sport programs and monthly cultural club activities. Student participation in our annual International Café and Multicultural Festival is very high as students join together to celebrate their diverse cultures and talents. Additionally, parent participation continues to increase at our school-wide Multicultural Festival.

Examples of the strategies/materials including technology employed to promote student's skills include the implementation of strands of the Workshop Model for Balanced Literacy, Achieve3000 Differentiate Reading, RIGOR, Destination Math in Chinese and Spanish and SMART boards, laptop projectors, Airliners in all lessons; QTEL, Ramp Up and Scaffolding strategies; Differentiated Instruction; small group work; and one-to-one tutoring and extended-day support (Saturday Academy).

In order to ensure that English Language Learners meet the State Learning Standards and pass the required Regents examinations, and ESL, ELA, NLA, and all Bilingual and Content Area classes, teachers use varied strategies (English, Arabic, Chinese, and Spanish) to assist the students in their learning of L<sub>1</sub> and L<sub>2</sub>. These include QTEL (English and Spanish), Read Aloud, Brainstorming, Carousel, Choral and Part-Choral Repetition, Cooperative Learning, and Semantic Mapping. Vocabulary development and expansion with the utilization of “word walls” and the promotion of critical reading skills is evident in all classrooms. In addition, multiple resources and visual aides are used to assist students. Maps, video clips, primary sources, charts, graphs, and timelines all supplement instruction. Pair/share activities are an essential element of instruction. The strategy of matching a student with a peer who possesses stronger vocabulary skills enables both students to maximize learning.

The RIGOR Reading Program in Spanish and Computer Assisted Instruction such as the differentiate Achieve3000 Reading Program, Destination Math Program in Chinese and Spanish are new programs which were implemented this past Spring term. This was made possible via the SIFE/Long Term ELL and the ELL Success Incentive Grants. In addition, teachers implement strands of the Workshop Model for Balanced Literacy, Mobile-Lab, Smartboard, Lap-top projectors, and Airliners as they differentiate instruction. Classroom (English and select languages: Arabic, Bengali, Chinese, Korean, Urdu, and Spanish) libraries in all ESL, ELA, and NLA classes, portfolios, and technology –based lessons complete the instructional program. ESL, ELA, NLA, and Content area teachers engaged in bi-weekly Learning Communities to discuss and share strategies and techniques. Paraprofessional assistance is provided in the lower-level ESL classes as well as in select Native Language Arts classes. As a result, student engagement will continue to increase at all levels of language instruction as students activate prior knowledge, exercise autonomy, and become independent learners. Students work at the board, read from text/board, and engage in paired/group work and self/peer assessments. Additionally students will be able to engage in problem solving and critical thinking instructional activities.

Native language support is provided in all classes as our teachers are multilingual and able to support students’ learning of L1 and L2 in bilingual and ESL content area classes. CR-Part 154 mandates that instruction using NLA support be available to all students. The percentile for NLA support is never zero. We have expanded our College Advantage Program to include Chinese. Students will be able to receive college credit after successfully completing Chinese FCN7 and FCN8. Bilingual classroom libraries and dictionaries are available in all classes. Instruction is aligned with English Language Arts in order to prepare for the ELA. Students are able to transfer their newly acquired skills to English thereby enabling students to succeed on the ELA.

All required services support and resources correspond to students’ ages and grade levels. Instructional materials and textbooks and readers are age-appropriate. Since many of our classes are heterogeneous, we ensure that students receive differentiated instruction.

In an attempt to assist newly enrolled ELL make an easy transition from intermediate school or school in native country to high school, Fort Hamilton High School hosts a Summer Bridge Program for incoming 9<sup>th</sup> graders. This program includes enrichment in English and Math, as well as time-management skills. This program begins July 6, 2009 and ends August 7, 2009.

Freshman Orientation will be conducted on Tuesday, September 1<sup>st</sup> and Wednesday, September 2<sup>nd</sup>. Student attendance is mandatory, and parents are welcome to attend. During freshmen orientation, students have an introduction to key staff members, tour the building, view video presentations and receive a lesson on “Getting Started in High School.” Students also receive a school folder and a wallet and have an opportunity to obtain their Fort Hamilton High School photo identification card. Bilingual staff members assist during the orientation session.

The LAB/BESIS Coordinator interviews all “over-the-counter” admits who enroll during the last week of August prior to the opening of school. The intake process includes completion of the Home Language Information Survey, distribution of Parent Guidelines translated into respective languages, individual interviews,

administration of English and native language placement tests for eligible students, and early LAB testing to avoid errors in placement. Starting this Fall 2009 semester, students who speak Spanish will be administered the Academic Language and Literacy Diagnostic (ALLD) in order to identify SIFE students. The Spanish LAB test is administered to all newly-arrived students from Spanish speaking countries.

All ELL students are required to continue the study of their native language. Students also have the opportunity to study a second language provided they have room in their daily schedule. The language electives are Arabic, Chinese, French, Italian, Greek, and Spanish.

In-house and off-site Professional Development workshops are offered to the entire faculty during city-wide scheduled Professional Development Days. These workshops focus on strategies and methodologies for technology-infused, differentiated ESL, Content Area, Bilingual and Native Language Arts Instruction, and ELA prep. Our Continuous Professional Development Series includes workshops, modeling and classroom training provided by ESL teachers and/or service providers for all faculty members providing instruction and services to our English Language Learners. During the spring term, all teachers received training for the first administration of the Periodic Assessments for ELL. Throughout the year, select members of the ESL Department have had the opportunity to attend Professional Development Institutes and/or other training relevant to ESL instruction; these teachers turn-key what they have learned to other staff within the school.

We continue to schedule structured Intervisitation for all teachers as well as assistant principals across disciplines in order to afford them the opportunity to articulate and share Best practices. Other examples of professional development activities are Demonstration Lessons, Common Professional Periods, Joint Department Meetings and New Teacher Workshops.

Professional development day mandated for all New York City high school teachers during the 2009-2010 school year is November 3, 2009. Teachers are also required to attend monthly department meetings and faculty conferences. Topics for these sessions are announced as the term progresses. In addition, teachers of ELL are encouraged to attend all workshops/conferences offered by the District/Regional offices.

New teachers participate in monthly New Teacher Workshops which focus on topics such as Classroom Management, Lesson Planning, Test Construction, etc. In addition, new teachers participating in the SIFE/Long-Term LTE and ELL Success Incentive Programs are expected to complete four all-day sessions of QTEL training in addition to weekly meetings. Teachers who participate in the Title III Saturday Academy Program meet on a regular basis to learn and share Best Practices and discuss program implementation.

ESL, Native Language Arts, and Content Area teachers work cooperatively and collaboratively to discuss and share instructional strategies and techniques that help the students to meet the standards and acquire the skills necessary to meet adequate yearly progress (AYP) and graduate with their cohort. Teachers review student performance on the NYSESLAT, and Chinese Reading and Spanish Reading (ELE) tests and other exams in order to plan for appropriate level and personalized instruction that addresses the individual academic needs of their students, some of which are at risk of not meeting the standards. ARIS is an additional resource as well as DATACTION that enables teachers our teachers to review and plan for the strengths and weaknesses of their students. Our teachers will receive training in the implementation and analysis of data provided by the Destination Math, Achieve3000 and EMC Literacy programs.

Fort Hamilton High School is committed to the improvement of teaching and learning through a highly effective program of professional development which maximizes teachers' opportunities for differentiating technology-based instruction for our lowest performing students. Professional Development will focus on literacy and academic language development. Teachers of content area classes will receive rigorous PD on research-based practices to improve the delivery of instruction to ELL in monolingual programs. It is our goal to enhance collaboration between content area teachers and ESL and Bilingual teachers. Participants in the ELL Academic Intervention Programs will engage in on-going professional development in order to continue to build and enhance the capacity of our school to work with the target population.

Tentative dates for In-House Continuous Professional Learning and Collaboration for 2009-2010 to build capacity of the school to work with Newcomers, Students at 4, 5, and 6 years of Bilingual/ESL services, and students receiving ESL Native Language Arts and Bilingual Content classes are the following:

- |   |                    |
|---|--------------------|
| • Teacher Learning Communities  | By-weekly          |
| • Structured Intervisitiation across all disciplines  | On-going           |
| • Destination Math Teacher Training and Classroom Modeling in Chinese and Arabic-pending SIFE/LTE grant funding | 8 sessions TBD     |
| • DATACATION Supervisors and Guidance Counselors Training   | September 25, 2009 |
| • DATACATION Teacher Training   | TBD                |
| • Achieve3000 Teacher Training  | October 9, 2009    |
| • ELL Periodic Assessment Training Session  | TBD                |
| • Vocabulary Development and Expansion  | October- 2009      |
| • Critical Reading Comprehension Strategies for ELL   | November - 2009    |
| • Strategies for ELA Regents Writing Tasks  | November - 2009    |
| • Strategies for providing ESL instructional support services by content area teachers                          | TBD                |
| • Technology Training:  | Ongoing            |
| Power point presentations   |                    |
| Internet-base learning  |                    |
| Airliners   |                    |
| Smartboard  |                    |
| • The "6 Minute Solution" Strategy  | TBD                |
| • Sharing of Best Practices via:  |                    |
| -Demonstration Lessons  | TBD                |
| -Professional Development Topics at Department Meetings   | October -June 2010 |

The professional development options from the Office of ELLs and other State agencies in which we will participate are the following:

- |  |                    |
|--|--------------------|
| • SIFE Diagnostic Assessment Training                                  | TBD                |
| SIFE/Long-Term ELLGrant Writing Workshop<br>Dorish Muñoz Fuentes, A.P. | September 21, 2009 |

All teachers providing ESL, ELA, NLA, and content area instruction to English Language Learners will actively participate in continuous professional development during the 2009-2010 school year. Select teachers will attend professional development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. In addition, teachers will share common preparation periods, where possible, for articulation and/or meet once a week for collaborative planning regarding student progress, review and reflect on data via ARIS in order to inform instruction, and sharing of best practices. Teachers will actively participate in Inquiry Team Teacher meetings. They will be able to share and implement techniques and methodologies in their classroom thereby improving teaching performance. Finally, teachers will be paid at the per-session rate for participation in the learning communities, whenever possible. All teachers will demonstrate improved teaching techniques as demonstrated in students' work and teacher commendations on observation reports.

Parental outreach is made by all teachers of English Language Learners with the support of the Parent Coordinator in order to increase parental involvement in all aspects of the students' school life. Parents are invited to meet with their children's teachers, guidance counselors and assistant principal if necessary in order to discuss students' progress or lack of, programming options, participation in city and state mandated programs. All parental outreach is made in the parents' target language wherever possible.

All parents of newly enrolled students are invited to Welcome Night in June, Information Night in September, and Parent Orientation, at the beginning of the school year. Topics covered during these meetings include New York State Standards and Assessments, school regulations and expectations, graduation requirements, and general requirements for all programs in the school, including Bilingual and Free-Standing ESL programs. During these orientation sessions, parents of ELL meet in a plenary session and then break up into small groups according to their specific needs. The Foreign Language/ESL Assistant Principal meets separately with the parents of ELL. Parents are able to review student programs and receive information regarding credit recovery. Additional information is disseminated in order to improve parental access to information regarding their children's educational options.

Student translators are provided at these meetings through Student Leadership, Junior ROTC, and the National Honor Society. Teachers and other staff members also provide translation services. The PTA/Parent Orientation meeting will be held on Monday, September 14, 2009. The Parent Teacher's Association in conjunction with the school's Parent Coordinator and the Assistant Principal of Foreign Language/ESL seeks to improve parental outreach and involvement. Teachers make parental outreach via the Project Success Program as part of their Circular 6 assignment. Parents and families of all students including ELL are invited to **monthly** PTA meetings via mail and telephone calls. Unfortunately, many parents do not attend these meetings. Information regarding the topics discussed at PTA meetings is disseminated to parents via mail. Letters to parents are translated into the parents' native language to the extent possible.

During teacher/parent conferences, interpreters are available on both days of conference. This year, parents were very pleased with the fact that they were able to engage in conversations with the teachers.

Parents of ELL students are all invited to participate in health and nutrition workshops sponsored by neighboring hospitals. Community agencies offer information workshops such as Breast Cancer awareness. Parents have also participated in special and annual events held throughout the year such as the Mothers' Day Articulation Brunch, PTA Fashion Show, International Café, school-wide Multicultural Festival, school play productions; and trips to Ellis Island, the Statue of Liberty, and the Museum of Natural History. The trips afforded many of the participants the opportunity to learn about new places and things while making new friends. Many students and parents had never taken a trip outside Brooklyn, N.Y. They were inquisitive during these activities and were most appreciative of the opportunity to participate in them. The trips also served as a motivational tool for our Academic Intervention Program participation as well as student behavior during the course of the school term.

The following topics were presented by outside agencies at different workshops throughout the year. Our Parent Coordinator, Francine DePrima facilitated the workshops.

Dynamite Youth Center: Drug Awareness/Peer Pressure

District Attorney Office – Mediation Services/Truancy/Choices & Consequences

Relay for Life – Walk for Cancer

PSAL – Athlete Parent Educational Seminar

CHAMPS – Learn about the new athletic program

Dial-A-Teacher – Free help with homework

VESID -

Office of Youth Development & School Community Services

The New York Immigration Coalition – Advocate on immigration & immigration law

Brooklyn Public Library – Programs for Teens/adults/GED classes

Lutheran Hospital – Dr. Douglas Lazzarro, Ophthalmologist

Dyker Height Dental Office – Dr. Joseph Izzo

Methodist Hospital – Breast Cancer – Dr. Seminara

Coney Island Hospital – Women’s Health/free Mammogram

Arabic American Organization – Islamic Awareness Night

Kaplan Review- PSAT & SAT

Director at Baruch College – College application Process

SES Providers – Supplemental Educational Services – Francis School; Academic Advantage, Champion Learning Center, Princeton, Test Quest

Social Security Office- General Information/Disability

NYC Fire Department – Safety

H & R Block – Earned Income Credit/Tax Credit

Health Plus – Program for parents that offers FREE or low cost health insurance

Access for Woman – Helps women find jobs & training

In addition, parents of ELL students continue to participate in our ESL Parent Involvement Program in which they receive ESL and Computer Basics Instruction. Parents have taken neighborhood tours and visited various restaurants in order to practice their newly acquired language skills.

Parents of students receiving instruction in Greek are very active in the Greek Cultural Club. They participate in fund-raising activities, cultural celebrations, and community based activities.

Fort Hamilton High School partners with a various Community Based Organizations some of which provide workshops and services to all parents. Our partnerships include the Bay Ridge Community Council, Kingsborough Community College, Lutheran Medical Center, Maimonides Hospital, National Chorale, Part-Time Co-operative Education & Training Opportunities, St. John’s University, VA & Victory Memorial Hospitals and VATEA.

In order to ascertain and evaluate the needs of the parents of ELL students, we conduct on-going interviews with parents and students. Telephone calls are made to parents to ascertain whether or not they are receiving notification of their children's progress, school events, and other school concerns. Parents are encouraged to contact the school again if they have not been contacted by their children's teacher in a timely fashion after their initial call. When parents fail to contact the school in response to our outreach, home visits are conducted by family assistants in order to determine if they continue to reside at the address which is on file and to ascertain whether or not they are in need of the services which are provided by our school personnel. Many times, parents are not aware of who the person is that they should contact. All assistant principal make a concerted effort to meet with parents personally or engage in telephone conferences whenever a parent calls or visit the school. All outreach is made in the parents' preferred language.

The total number of English Language Learners in the General Education Program by grade level as of October 2 , 2009 is indicated below: \* RHLA 10/02/09

Ninth- 209                      Eleventh-114  
Tenth-313                      Twelfth-91

The number of Self Contained / X-Coded and Resource Room/ X-Coded ELLs is indicated below:

<b>Self Contained Students</b>	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
ESL	14	12	0	1	27
X-Coded for NYESLAT	40	27	2	6	75
<b>Resource Room Students</b>					
ESL	5	1	0	0	6
X-Coded for NYESLAT	1	5	2	1	9
<b>Total</b>	<b>60</b>	<b>45</b>	<b>4</b>	<b>8</b>	<b>117</b>

Total: 117

Review of the 903 scores reported for the 2009 NYSESLAT on the RMSR report dated 9/16/09, indicates that 833 students are entitled to Bilingual/ESL services. This number includes in-coming 9<sup>th</sup> graders. There were 129 absent for the exam. The number of ELL scoring at the Beginner, Intermediate, Advanced and Proficient levels on the 2009 NYSESLAT according to grade level is indicated below:

LEVEL	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
Beginner	63	75	6	7	151
Intermediate	74	135	135	50	314
Advanced	38	47	35	33	153
Proficient (P)	43	16	12	10	81*
Total Tested	218	273	108	100	699**

\*Thirty eight students enrolled at FHHS scored Proficient (P) on the NYSELAT. The remaining students were in-coming 9<sup>th</sup> graders from the feeder schools.

\*\* 134 students were absent for the NYSESLAT.

For all grades, the highest percentile is at the Intermediate Level of language proficiency. Performance for of all 11<sup>th</sup> and 12<sup>th</sup> graders, during the 2010 administration of the NYSESLAT, is expected at the Advanced and Proficient (P) levels.

NYSESLAT Score	Beginning	Intermediate	Advanced	Proficient	Total	Percentile of "P"
2009	116	272	128	38	554	6.8 %
2008	94	331	162	76	663	11.4 %
2007	77	336	133	45	591	7.6 %

Review of the School Statistical Report (RSAC) dated 9/11/09 which records the NYSESLAT scores for the past three years indicates that 49% of the students scored at the Intermediate (I) level. In 2009 there was a -4.6 decline in the number of students who scored Proficient (P) due poor attendance and low scholarship.

Review of the first four days of over-the-counter registration and initial assessments and placement of ELL (Newcomers) indicates that 49.1 % of the 57 students registered scored at the Beginning Level of ESL proficiency. 26.3 % scored at the Intermediate level. Assessment results for students who continue to register daily indicate the placement of students at the Beginner level which has resulted in our Newcomer classes being over subscribed with no room future enrollment at this level. Students who are programmed for Intermediate ESL classes based on their reading and writing ability have very weak listening and speaking skills.

#### NYSESLAT MODALITY ANALYSIS

Modality Aggregate	Proficiency Level	9 Grade	10 Grade	11 Grade	12 Grade
<b>Listening/Speaking</b>	<b>B</b>	<b>22</b>	<b>40</b>	<b>4</b>	<b>3</b>
	<b>I</b>	<b>35</b>	<b>79</b>	<b>32</b>	<b>34</b>
	<b>A</b>	<b>39</b>	<b>80</b>	<b>27</b>	<b>36</b>
<b>Reading/Writing</b>	<b>B</b>	<b>49</b>	<b>63</b>	<b>4</b>	<b>4</b>
	<b>I</b>	<b>76</b>	<b>137</b>	<b>55</b>	<b>41</b>
	<b>A</b>	<b>33</b>	<b>48</b>	<b>30</b>	<b>34</b>

Review of student performance on the listening/speaking and reading/writing modalities indicates that ELL are fairing better in reading and writing with 23.8 % of 10<sup>th</sup> graders scoring at the Intermediate level of ESL instruction.

Students listening/speaking skills fall behind reading and writing skills. Our students are able to pass the ELA which assesses reading comprehension but do not demonstrate language proficient on the NYSELAT.

Based on our analysis of data on the NYSESLAT, Regents, PSAT and scholarship, the following are implications for our ESL, NLA and Content Area Instructional Programs:

- Continuation of implementation of standards for Second Language Learning and LOTE.
- Continuation of revision of curriculum for Foreign Language, Native Language Arts and ESL classes.
- Continuation of strategies to increase the number of students scoring Proficient (P) on the NYSESLAT.
- Continuation of strategies to differentiate instruction.
- Continuation of ESL strategies in Content Area subjects
- Integration of Content Area based textbooks and readers in ESL classes
- Continuation of implementation of technology via SmartBoard, airlines, mobile lab, and power point presentations.
- Implementation of Listening/Speaking Labs for language acquisition at all levels of ESL instruction

- Implementation of Reading and Writing Workshops to promote student skills in the four modalities and native language.
- Continuation of strategies to increase achievement in native language literacy for students in bilingual programs.
- Continuation of professional development with concentration on QTEL, Achieve 3000, RIGOR, and Destination Math training and preparing students for NYSESLAT and Foreign Language and LOTE Regents examinations.
- Continuation of Project Success House structure to increase attendance and scholarship as a result of parental outreach.
- Continuation of Integrated Spanish class for ISS students.
- Continuation of articulation and intervisitation among Bilingual, Native Language Arts, ELA, and Spanish Heritage teachers.
- Implementation of a Public Speaking class for those students who have passed the ELA and continue to be entitled to ESL/Bilingual services.
- Continuation of supplemental instruction for students with interrupted informal education (SIFE).
- Continuation of Standardized Test Prep class for Cohort juniors below transitional level of ESL.
- Continuation of Periodic Assessments for English Language Learners.

#### NYSESLAT Scores

Higher Level	Higher Level	Lower Level	Lower Level	No Change	No Change	No Change	Abs. '09	Abs. '09	Abs.	Absent '08 & '09	Scored Proficient (P)
B to I	I to A	I to B	A to I	B to B	I to I	A to A	B	I	A		
54	58	11	14	51	152	58	46	67	16	115	78

Review of the LAB-R, NYSESLAT Exam History Report (RLAT) indicates that students' language proficiency in the listening/speaking and reading/writing modalities increased by one or two proficiency levels.

Students listening/speaking skills fall behind reading and writing skills. Our students are able to pass the ELA which assesses reading comprehension but do not demonstrate language proficient on the NYSELAT.

NYSESLAT proficiency levels indicate that although students demonstrated improvement in the four modalities, they did not meet the "cut-off" criteria required in order to move-up to the next level. This explains the large number of students (261-36.2%) who remained on the same level with the largest group of students (152-58.2%) at the Intermediate Level.

An analysis of student scholarship in ESL shows that there was a decrease of 5.0% in the passing rate from Spring 2007 to Spring 2008 (76.0 % passing in 2007 and 71.0 % in 2008). In 2009, there was a slight -1.4 % decline in the passing rate (69.6%). This decrease continues to be the result of poor student attendance (absences and cutting) despite the teachers' efforts in parental outreach and submission of referrals to Project Success. In addition, enrollment of students with low-level literacy skills and students with interrupted formal education (SIFE) continues to increase in the school. However, student participation in academic intervention programs is not consistent. For the 2009-2010, teachers will continue to actively engage in parental outreach via Circular 6, reflect on data, differentiate instruction in order to provide for students' individual academic differences, and make referrals to Saturday School and other tutorials.

An analysis of the annual school report profile (preliminary June 2009) indicates that we meeting AYP in English and Math for all students groups except English Language Learners. In addition, reflection on the performance of students reveals that students do not have grade appropriate credit accumulation due to poor attendance and scholarship.

Cohort seniors who have met graduation requirements in ELA (scoring above grade 65 on the ELA Regents) but have not yet passed the NYSESLAT exam are programmed for an English class (E76) to prepare students for the rigors of College and Career writing in conjunction with a Public Speaking class (LPS). This class is taught by an English teacher with a Master’s Degree in TESOL.

Cohort seniors who have not met graduation requirements in ELA are programmed for a double period Transitional English class and a single period Regents Prep.(LBRE) class to prepare them to retake the exam or the Component Retest (if indicated). The class is taught by a state-certified ESL teacher.

ESL students in the 2008 and 2009 cohorts who are not making progress will be programmed for a Regents Prep class in the 2009 Fall school term. These students have not reached the Transitional level of English and have not been tested on the ELA Regents. They need intensive instruction and will be programmed for the Pre-Transitional Bridge class (LPT) in conjunction with the Test Prep. Class.

The percent of tested English Language Learners passing the ELA Regents examination in June 2009 is reflected in the following chart:

Total # Taking	# Grades 0-54	% Fail	# Grades 55-64	% Grades 55-64	# Grades 65-84	% Grades 65-84	# Grades 85-100	% Grades 85-100	% Grades 65-100
Cohort 2010 111	69	62%	15	14%	40	36 %	2	2%	38%
Off Track & Retest 104	25	24%	13	12%	79	76%	0		76%
Summer School 34			4		30	88.2%			

English Language Learners received support in preparing for the ELA Regents via a Regents Preparation class as well as in before and after school tutorials. Students have multiple opportunities to take the exam. Of those students who fail the exam twice many are eligible to take the Component Retest. We will continue to program all students eligible to take the ELA Regents for support classes and enroll them for academic intervention programs in order for them to perfect the skills necessary for success on the exam.

In the area of Social Studies, 83.7 % of ELL (178 taking) received a passing score of 65-100 on the Global Regents including 113 students who took the exam in Chinese (73.4 % -83 passing) and 47 in Spanish (70.2 %-33 passing). 86.6% of ELL (157 taking) received a passing score of 65-100 on the US History Regents including 106 students who took the exam in Chinese (87.7%-93 passing) and 33 students in Spanish (63.6%-21 passing). ELLs are performing on par in the area of Chinese instruction and slightly below par in the area of Spanish instruction. With continued instructional supports and increased resources, we will continue to target the ELL population and focus on best serving the needs of the ELL.

In the area of Science, 43.33 % (65 passing) of ELL (150 taking) received a passing score of 65-100 on the Earth Science Regents. All students took the Earth Science Regents in English. The total number of students taking the Living Environment was 134 with 76.9 % passing with a grade of 65+ (103 taking). 44.4 % (8 passing) of students (18 taking) took the Regents exam in Spanish, while 91.53% (54 passing) of students (59 taking) took the exam in Chinese. 71.9% (41 passing) of students (57 taking) took the Regents exam in English. Students who attend classes regularly are doing well. Instruction in Chinese presents a challenge due to the number of students who speak Mandarin and Cantonese programmed for the same class. All failing students are offered tutoring during the Saturday Academy to prepare them to retake the exam in January, 2010.

In the area of Mathematics, 79.0 % (44 taking) of ELL received a passing score of 65-100 on the Math B Regents.

In the area of Mathematics, 39.5 % (147 taking) of ELL received a passing score of 65-100 on the Integrated Algebra Regents. 93 % (27 passing) of students (29 taking) took the exam in Chinese and received a passing score of 65 + while all students (8 taking) taking the exam in Spanish did not pass the exam. 21% of students (31 taking) took the exam in English and received a passing score of 65+. Failing students will be programmed for Saturday Academy and before and after school academic intervention programs using the Destination Math Differentiated Computer-based Algebra program in English, Chinese, and Arabic (pending grant funding)..

In the area of Mathematics, 100 % (21 taking) of ELL received a passing score of 65-100 on the Geometry Regents.

Development of Chinese and Spanish literacy is assessed via the annual Chinese Reading Test and Spanish Reading Test, El Examen de Lectura en Español (ELE). These tests help FHHS meet the Part 154 requirements for the evaluation objective relating to student progress in native language arts. Students' scaled scores on the Chinese Reading Test have increase from year to year (2006-2007-2008). Scores for 2009 are not available at this time. In May, 2009, we administered these assessments following the 2008 revised test procedures which enabled us increase the number of students who were tested compared to the last two prior years. The RMSR report dated 4/09 indicates that 254 students took the Chinese Reading Test while 98 students took the El Examen de Lectura en Español (ELE). The low number of students taking the reading test in Spanish as compared to the Chinese Reading Test is due to the fact that third-year Spanish Native Language Arts students who take the Spanish Regents are exempt from taking the El Examen de Lectura en Español (ELE).

In the area of Arabic Native Language Arts, 95.8% of (24 taking) of ELL received a passing score of 65+ on the Arabic LOTE Regents. In the area of Chinese Native Language Arts, 100% of (96 taking) of ELL received a passing score of 65+ on the Chinese LOTE Regents. In the area of French Language, 100% of (2 taking) of ELL received a passing score on the French Regents. In the area of Spanish Native Language Arts, 100% of (35 taking) of ELL received a passing score of 70+ on the Spanish Regents. The student who failed the Arabic LOTE Regents demonstrated a deficiency in understanding the instructions on the exam which were provided in English. All other students successfully completed the LOTE Regents Examination in Bengali (1), Polish (3), Russian (2), Vietnamese (1), and Urdu (2) with a passing score of 85+.

We are continuing to target the ELL population using several instructional modalities. Some examples of school-wide strategies/initiatives include: annualized single and double period ESL classes, Level I and II Public Speaking classes for those students who passed the ELA Regents examination and have not scored Proficient (P) on the NYSESLAT, Differentiated Technology-based Destination Math Program in Chinese and Spanish, Achieve 3000 (in English and Spanish) and RIGOR Differentiated Reading Program (in Spanish), increased technology-based differentiated instruction (SMART boards, laptop projectors, Airliners), increased tutoring before, during, and after the school day; new textbooks, bilingual dictionaries and classroom libraries in English and target languages that cater to English Language Learners; and Regents Review Portfolios that

supplement classroom instruction and Regents Preparation. Technology-based instruction serves to reach the English Language Learners using alternative approaches to learning.

We will provide NYSESLAT preparation via the Greatest Generation Scholarship and plan to support this program with the Students with Interruption Formal Education (SIFE)/Long-Term ELL Academic Intervention Grant. If an Office of English Language Learners (OELL) ELL Incentive Success Grant writing opportunity is made available to schools, we will also apply for additional support. Securing such funding will enable us to sustain the academic intervention programs which we have implemented in the past four years in order to accelerate the academic learning of all English Language Learners. This past year our school was identified as a Demonstration Site in addition to being awarded all three grants. Schools throughout NYC were afforded the opportunity to visit our school as we shared Best Practices for the instruction of students at risk.

Review of the results of the ELL Periodic Assessments will enable teachers to look at the components of the test and determine how the students fared on each component. Instructional planning will reflect those areas in which the students demonstrated deficiencies. Native Language support will focus on the transfer of L1 skills to English.

The success of our programs for ELL will be determined by an improvement in the four basic second language acquisition skills of students, increase enrollment in tutorials, improvement in student attendance, decrease in behavioral problems, increase in the number of students passing in-house exams and Regents examinations, increase in the number of students scoring at or above grade level on El Examen de Lectura en Español (ELE) and the Chinese Reading Test, increase in the number of students in Bilingual programs scoring Proficient on the NYSESLAT, and increase in scholarship of all students receiving services.

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9–12 LANGUAGE ALLOCATION POLICY WORKSHEET

**DIRECTIONS:** This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

# Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District <b>Empowerment 20</b>	School <b>Fort Hamilton High School</b>
Principal <b>Jo Ann Chester</b>	Assistant Principal <b>Dorish Muñoz Fuentes</b>
Coach <b>Niki Maratos-ELA</b>	Coach <b>Amy Bossak-Math</b>
ESL Teacher <b>Barbara Codd</b>	Guidance Counselor <b>Ms. Lam, Mr. Lee, Ms. Colon</b>

Teacher/Subject Area <b>Dat Zhang CH- Social Studies</b>	Parent <b>Sandy Vallas</b>
Teacher/Subject Area <b>Lies Castillo-NLA Spanish</b>	Parent Coordinator <b>Fran DePrima</b>
Related Service Provider <b>Ana Fastag-Carvajal</b>	SAF <b>N/A</b>
Network Leader <b>Karen Ditolla</b>	Other <b>Jacqueline Rico NYSESLAT Coor</b>

## B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>19</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/FL Teachers	<b>16</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

## C. School Demographics

Total Number of Students in School	<b>4471</b>	Total Number of ELLs	<b>853</b>	ELLs as Share of Total Student Population (%)	<b>19.08%</b>
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# Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

# Part III: ELL Demographics

## A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0
<b>Freestanding ESL</b>					
<b>Self-Contained</b>	0	0	0	0	0
<b>Push-In/Pull-Out</b>					0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	<b>839</b>	<b>Newcomers (ELLs receiving service 0-3 years)</b>	<b>510</b>	<b>Special Education</b>	<b>104</b>
<b>SIFE</b>	<b>127</b>	<b>ELLs receiving service 4-6 years</b>	<b>205</b>	<b>Long-Term (completed 6 years)</b>	<b>124</b>

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE		34			6			1		0
Dual Language										0
ESL		30	3		24	14		6	2	0
<b>Total</b>	<b>0</b>	<b>64</b>	<b>3</b>	<b>0</b>	<b>30</b>	<b>14</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>

Number of ELLs in a TBE program who are in alternate placement: 13

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	58	93	20	8	179
Chinese	101	141	62	60	364
Russian	1	7	0	1	9

Bengali	2	4	0	0	6
Urdu	9	5	4	3	21
Arabic	34	49	24	10	117
Haitian Creole					0
French					0
Korean	1	1	1	1	4
Punjabi					0
Polish	0	3	2	1	6
Albanian	1	4	0	0	5
Yiddish					0
Other	6	9	1	7	23
<b>TOTAL</b>	<b>213</b>	<b>316</b>	<b>114</b>	<b>91</b>	<b>734</b>

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	7								7	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>0</b>						

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

Freestanding English as a Second Language	
Number of ELLs by Grade in Each Language Group	

	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0

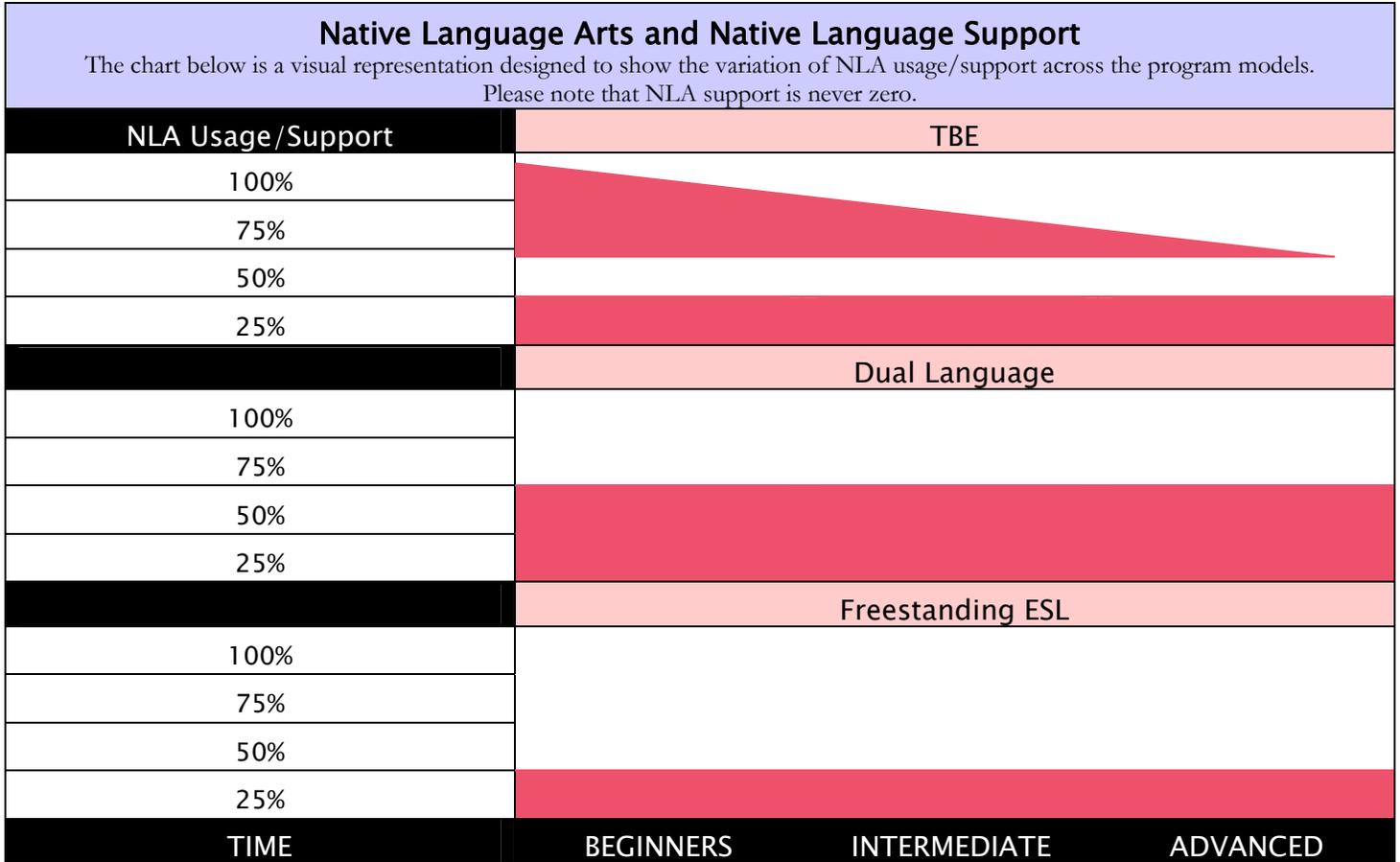
### Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as	540 minutes	360 minutes	180 minutes

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



## Programming and Scheduling Information—Continued

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

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

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

## Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	61	74	6	6	147
Intermediate(I)	72	134	55	48	309
Advanced (A)	37	46	34	33	150

Total Tested	170	254	95	87	606
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NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	22	40	4	3
	I	35	79	32	34
	A	39	80	27	36
READING/WRITING	B	49	63	4	4
	I	76	137	55	41
	A	33	48	30	34

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	249		151	
Math A				
Math B	44	37	44	
Integrated Algebra	110	37	31	27
Integrated Geometry	21	0	21	
Biology				
Chemistry				
Earth Science	150	0	65	
Living Environment	57	77	41	62
Physics				
Global History and Geography	18	160	18	116
US History and Government	18	139	18	114
Foreign Language		167		166
NYSAA ELA				

NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

**NATIVE LANGUAGE READING TESTS**

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	100%	%
Chinese Reading Test	100%	%

**B. After reviewing and analyzing the assessment data, answer the following**

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

## Part VI: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jo Ann Chester	Assistant Principal		10/22/09
Fran De Prima	Parent Coordinator		10/22/09
Barbara Codd	ESL Teacher		10/22/09
Sandy Vallas	Parent		10/22/09

Mylady Morales	Teacher/Subject Area		10/22/09
Lies Castillo	Teacher/Subject Area		10/22/09
Amy Bossak	Coach		10/22/09
Nikki Maratos	Coach		10/22/09
Miriam Colon de Pagan Cindy Isshiki	Guidance Counselor		10/22/09
N/A	School Achievement Facilitator		10/22/09
Karen Ditolla	Network Leader		10/22/09
Jacqueline Rico Alice Kenny	Other		10/22/09
	Other		
<b>Signatures</b>			
School Principal Jo Ann Chester		Date 10/22/09	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s) 9-12      Number of Students to be Served: 300 LEP 100 Non-LEP (Former ELL)**

**Number of Teachers 18      Other Staff (Specify) 1 Lab Technician**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week;

program duration; and service provider and qualifications.

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Review of the NCLB DISAGGREGATION GROUPS (RDGS) report indicates that there are 4471 (as of 9/11/09) students on register for the Fall 2009 semester including 853 English Language Learners (ELL), who are identified by LEP indicator value of Y, and 523 Instructional Support Students, who are receiving special education services mandated by their IEP. Nineteen percent of students currently enrolled at Fort Hamilton High School are English Language Learners (ELL). Some ELL are illiterate in their own language. There are 131 Long Term LTE (continue to be identified as ELL after 6 years of service) on register, 522 Newcomers, 209 students at years 4-6 of Bilingual ESL services and 134 have interrupted formal education (SIFE). ELL who passed the ELA and have not scored proficient on the NYSESLAT are programmed for a mainstream English class in conjunction with a Public Speaking class (LPSI or LPSII). Others have attended elementary and middle school and have learned basic literacy skills.

Student achievement in English, Math and Science continue to lag behind that of their English Proficient peers. Title III funds, Part A of NCLB funding, will be used to provide English Language Learners with supplemental instruction via a SAT Academy Tutorial Program that will help them to attain English and native language proficiency and acquire the skills necessary to meet the standards and to pass the Regents in their core curriculum. This academic intervention will enable them to graduate in a timely fashion with their cohort. Supplemental instruction will be provided via the Saturday Academy Tutorial Program.

Approximately 400 students in grades 9<sup>th</sup> thru 12<sup>th</sup> grade will attend Saturday Academy from 8:00 a.m. to 12:00 noon. Supplemental instruction will be provided in Algebra, Chemistry, Earth Science, ELA Prep., Beginner, Intermediate, and Advanced ESL levels, Geometry, Global History, ISS support, Living Environment, NLA, Physical Education, and Physics. Students will be grouped according to their English instructional level and will follow a two-period day for a total of 28 weeks. Differentiated instruction in reduced-size classes will be provided in English and the target language by certified Math, Science, Social Studies teachers who also speak Arabic, Chinese and, Spanish. Teachers of ESL will provide ESL support. Instruction will be provided via cooperative team teaching sessions. Tutorials will focus on review of previously taught material and skill areas in which the students are deficient. Students will receive homework help and credit recovery with a 90% attendance record.

Opportunities will be provided for ESL students to enhance their listening, speaking, reading, and writing skills through direct instruction employing English and Spanish QTEL strategies, role-playing activities, and presentations. Instruction which focuses on native language support in Arabic, Chinese, and Spanish will be provided by certified Native Language Arts teachers. Students will be able to transfer these skills into English. Additionally, ELL taking the Regents preparation classes will develop and practice effective strategies for responding to ELA Regents questions. Students will then be able to apply these strategies as they engage in daily ELA/NLA instructional activities.

Title III will also provide support to former ELL who continue to demonstrate deficiencies in content area subjects. Math tutoring will focus on strengthening lower level students' basic math and math literacy skills. Instruction will be provided in Algebra and Geometry. Teachers will employ the Destination Math Program in Chinese and Spanish. Students will also receive support in Chemistry and Physics. Students will receive small group instruction which focuses on the literacy tools necessary for ELL to understand test instructions and word problems. Opportunities will be provided for students to take and review practice exams with a focus on resolving their problem areas. Portfolios will demonstrate students' knowledge of computer, math, science, and writing skills.

Science tutoring will be offered to students who require additional preparation for the Earth Science and Living Environment Regents. The reduced class size will allow all students to participate in Labs and practice writing lab reports. The discussion period will focus on students' gaining content knowledge, familiarity with the test format, and learning the vocabulary necessary to understand Regents instructions and questions. These

activities will permit the students to successfully complete assigned tasks and contribute to a higher percentage of students passing required course work.

The success of the supplemental instructional support will be determined by an improvement in the four basic second language acquisition skills of students, increase enrollment in tutorials, improvement in student attendance, decrease in behavioral problems, increase in the number of students passing in-house exams and Regents examinations, increase in the number of students scoring at or above grade level on El Examen de Lectura en Español (ELE) and the Chinese Reading Test, increase in the number of students in Bilingual programs scoring Proficient on the NYSESLAT, and increase in scholarship of all students receiving services.

### **Parents/other**

The school will invite parents to a Parent Orientation Meeting to review the Title III Supplemental program. Parents will be notified via letters written in the target languages as well as telephone calls. They will be provided with information regarding the Saturday Academy, receive log-in numbers for ARIS, and will have the opportunity to review the results of the 2009 NYSESLAT. Additionally, parents will sign up for parent workshops. The meeting will be held on Monday, September 14, 2009.

Parents of students participating in the Saturday Academy will participate in two-hour parent information workshops addressing the educational needs of ELL and parenting skills. Nutrition and health workshops will also be presented by community-based organizations. Instruction will be provided in English as a Second Language and computer skills. Parents will be notified of all program activities via telephone calls and letters/memos which will be translated into target languages. At least 80% of the ELL parents will attend a minimum of two parent information workshops. In addition, 80% of parents will improve their native language, ESL skills, and health habits.

Students participating in Saturday Academy will receive a nutritional supplement and free metro cards.

### **Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Ongoing professional development will focus on the improvement of teaching and learning via the annualization of courses and curriculum and textbook revision, improvement of attendance, and soliciting the inclusion of parents in all aspects of the learning process. Participation in one hour weekly/by weekly learning communities will afford teachers the opportunity to discuss the implementation of strategies, techniques, and Regents –type skills which will prepare the students for the type of questions they will be required to master on the ELA Regents examination. Teachers will work collaboratively to collect and review data and discuss the implications for instruction. They will utilize ARIS, DATACATION, and Achieve3000 monthly reports. In addition, all teachers including new teachers to the program will receive training and classroom modeling in the implementation of the differentiated Destination Math and Achieve3000 programs.

The provision of differentiated instruction and the integration of critical reading comprehension skills, and vocabulary development and expansion will be addressed by all teachers in order to assist those students who are at risk of not meeting the New York State Standards. Alternate forms of assessment will also be identified in order to ensure that all students have an opportunity to succeed. Literacy coaches and ESL coordinator will present strategies for the implementation of strands of the Workshop Model and model Ramp-Up strategies to all teachers participating in the Saturday Academy. Coaches will model QTEL strategies as well as strategies for engaging students in Read Aloud/Think Aloud activities. Discussions will also focus on the improvement of Literacy skills, modeling of the Seven Habits of Proficient Readers and techniques for engaging students in Accountable Talk.

**Form TIII – A (1)(b)**  
**Title III LEP Program**  
**School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<b>\$ 133,250.74</b>	Professional salaries for supervisor, teachers, guidance counselor, and lab specialist
Supplies and materials	<b>6, 669.26</b>	Computers for parent program and instructional supplies
Travel		N/A
Other	<b>\$ 2, 079.00</b>	Nutritional Supplements for parents students
<b>TOTAL</b>	<b>\$ 141,999.00</b>	

**Title III Immigrant Program**                      **District 20 did not receive Immigrant Funds**

**Title III LEP Program**  
**School Building Budget Summary**

<b>Category</b>	<b>Proposed Expenditure</b>
Code 15 Professional Salaries	\$ 133,250.74
Code 40 Purchased Services	
Code 45 Supplies and Materials	\$ 6, 669.26
OTHER	\$ 2, 079.00

School District           District 20/Region 7            
BEDS Code           337800010490          

For: **Title III - Instruction**

**BUDGET NARRATIVE**



School District District 20/Region 7

For: Title III – Instruction

BEDS Code 337800010490

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	



School District District 20/Region 7

For: Title III – Prof Dev

BEDS Code 337800010490

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

School District District 20/Region 7  
BEDS Code 337800010490

For: Title III – Parent/Other

## BUDGET NARRATIVE

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>	
<i>Code 15 ESL Parent Instructional Program/Informational Workshops Professional Salaries</i>	<b>1 Teacher x 4 hours x 28 weeks @ 49.89</b>	<b>\$ 5,587.68</b>
<i>Code 16 Support Staff Salaries</i>	<b>6 Lap-top computers @ 1000.00 ea.</b>	<b>\$6, 000.00</b>
<i>Code 40 Purchased Services</i>		
<i>Code 45 Supplies and Materials</i>	<b>Nutritional Supplement for parents of ELL/students participating in the parent program and tutorials @ 74.25 x 28 sessions</b>	<b>\$ 2, 079.00</b>

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

In order to assess our written and oral translation needs, we continue to conduct interviews with students, teachers, guidance counselors, and parents. Telephone calls are also made to parents to ascertain whether or not they are receiving notification of their children's progress, school events, and other school related concerns. Home visits by family assistants are conducted. Additionally, the Chancellor's Preferred Language Communications letter is sent to all students, ascertaining the parents' preferred language for written and oral communication; corresponding updates are made on ATS.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We found that a large number of students and parents were not receiving announcement letters in the target languages. Teachers were unable to inform parents of students' progress or need for improvement in subject classes. They were also unable to make parental contact with the parents via telephone calls because the parents did not speak English and few teachers spoke the target language. Telephone numbers were either wrong numbers or were disconnected. Family assistants found that families were no longer living at the address and no forwarding address was recorded.

These findings were presented at Cabinet, Faculty and Department, PTA, and School Leadership Team meetings.

#### **Part B: Strategies and Activities**

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

The school will continue to avail itself of the services of the Translation and Interpretation Unit for translation of critical documents into the eight high-frequency languages and for over-the-phone interpretation. Application for funding for supplementary translation and interpretation services will be completed and submitted for the 2009-2010 school year. In order to ensure timely provision of translated letters/memos informing parents of guidance conferences, parent-teacher meeting, etc., in-house bilingual staff members will provide translation services whenever possible. Parents will be informed of conferences, meetings, and announcements of upcoming school events.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Bilingual staff members will provide daily oral interpretation services for parents who speak Albanian, Arabic, Chinese (Cantonese and Mandarin), Polish, Russian and Spanish, whenever possible. Outside contractors will provide oral interpretation services for parents during the Fall 2009 and Spring 2010 Parent/Teacher Conferences in addition to bilingual staff members. The continuation of Project Success will facilitate parental outreach. Staff members will actively make parental outreach via Circular 6 in target languages for those students who are excessively late, absent and/or cut classes.

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

The school will invite parents to a Parent Orientation Meeting on Monday, September 14, 2009 to inform them of and review the Chancellor’s Regulations in the target languages. Bilingual staff members will disseminate the information and conduct a question and answer session which will clarify any areas of concern for all parents.

**Part C: Action Plan – Language Translation and Interpretation**

<p><b>ACTION STEP – WHAT needs to be done to accomplish goal?</b></p> <ul style="list-style-type: none"> <li>➤ Refer to specific actions, strategies, and activities described in Part B.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complete and submit application for supplemental translation and interpretation services.</li> <li>➤ Offer parental outreach as Circular 6 assignments (phone calls, correspondence) to bilingual staff.</li> <li>➤ Collect and submit school documents for translation to the Translation and Interpretation Services Unit.</li> <li>➤ Translate memos, newsletters, flyers, parent/student contracts, disciplinary letters, etc.</li> <li>➤ Hold parent orientation meeting in target languages.</li> <li>➤ Hold information parental workshops to disseminate new information whenever needed.</li> <li>➤ Provide interpreters for parents.</li> <li>➤ Update students’ personal information</li> </ul>
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<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>➤ September 2009 to June 2010</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Position(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</p>	<p>➤ Assistant Principal</p> <p>➤ Teachers</p> <p>➤ Paraprofessionals</p> <p>➤ Family Assistants</p> <p>➤ Translation and Interpretation Services Unit</p>
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (including fiscal and human resources)</p>	<p>➤ Title III</p> <p>➤ PCEN/LEP</p> <p>➤ Office of English Language Learners AIS Grants-pending funding</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</p>	<p>➤ By June 2010, parents will receive appropriate and timely written and oral communication in their home languages.</p> <p>➤ Better informed parents</p> <p>➤ Increased Parental Outreach</p> <p>➤ Improved parent-school accountability</p> <p>➤ Improved parental access to information regarding children’s educational options</p> <p>➤ Translations of all documents (Student/Parent/Teacher Contracts/Testing/Grading Policy, Student Contracts, Course Requirements, Disciplinary Letters, and Announcements for meetings, conferences, and special events)</p>

**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

In order to determine if Key Finding 4 was relevant to our school's educational program, a committee was formed which consisted of Inquiry Team and Literacy Team members representing the Foreign Language/ESL department. The committee met on four separate occasions. Committee members included the principal, the Assistant Principals of Foreign Language/ESL, English, Math, Science, Social Studies and Instructional Support Services, ESL and LAB/NYSESLAT coordinators, and ELA, Math, and ISS coaches. All components of the Key Finding 4 were addressed. The committee reviewed our CEP (CR Part 154 A-6, Title III Part A Language Instruction for Limited English Proficient and Immigrant Students) and the Language Allocation Policy (LAP) to determine if Professional Development opportunities regarding curriculum and instruction and monitoring of progress of ELL were clearly outlined and made accessible to the staff providing instruction to English Language Learners.

Staff registration for Professional Development options offered in-house and by the Office of English Language Learners (OELL) such as QTEL, Achieve 3000, Destination Math, RIGOR, Periodic Assessments for ELLs, was reviewed to determine the percentage of teacher participation. Professional Development Agendas were also reviewed to ensure that information regarding instructional initiatives had been provided to all staff members. Additionally, memos, emails, and department meeting agendas were also reviewed.

The committee reviewed the systems which we have in place to monitor ELL progress and to provide teacher training on the collection and evaluation of data in order to inform instruction

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The schedule for Professional Development Opportunities which was created in August 2009 was reviewed. It was determined that Fort Hamilton High School has a highly effective program of professional development which maximizes teachers' opportunities for differentiated technology-based instruction. Professional development focuses on strategies and methodologies for ESL, Bilingual, Native Language Arts, and ELA instruction. Teachers receive rigorous training on research-based practices to improve the delivery of instruction to ELLs in monolingual programs. Collaboration amongst all teachers is a goal of our program. Intervisitation for all teachers and Assistant Principals across disciplines affords the participants the opportunity to articulate and share Best Practices. Other examples of Professional Development opportunities include Demonstration Lessons, Common Professional Periods, Joint Department Meetings and New Teacher Workshops. In addition, teachers participate in professional development (ARIS, Datacation, Periodic Assessments, and Achieve3000 progress reports) which focuses on training on the collection and evaluation of data in order to inform instruction. Finally, the professional development calendar clearly reflects the school's commitment to continue to build and enhance its capacity to work with our ELL population.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central to address this issue, our Network Leader and ELL-Compliance Performance Specialist will continue to provide support in ensuring that professional development opportunities are made available to teachers throughout the school year. Teachers will actively participate in the review/revision of the Language Allocation Policy (LAP), where necessary. Selection and

purchase of new textbooks and leveled appropriate readers and Curriculum Maps will be consistent with the annualization of ESL classes and reflect instructional objectives. Monitoring of student progress via collection and analysis of data will enable teachers to address the academic needs of our ELL population in order for students to acquire the skills needed to make Adequate Yearly Progress and graduate with their cohort. The results of this finding were reported to the school community at faculty conferences, department meetings and Literacy Team meetings. It was determined that this finding was not applicable to our school's Continuous Professional Learning and Collaboration for the 2008-2009 school year.

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In order to determine if Key Finding 5 was relevant to our school's educational program, a committee was formed which consisted of Inquiry Team and Literacy Team members representing the Foreign Language/ESL department. The committee met on four separate occasions. Committee members included the principal, the Assistant Principals of Foreign Language/ESL, English, Math, Science, Social Studies and Instructional Support Services, ESL and LAB/NYSESLAT coordinators, and ELA, Math, and ISS coaches. All components of the Key Finding 5 were addressed. The committee reviewed our CEP (CR Part 154 A-6, Title III Part A Language Instruction for Limited English Proficient and Immigrant Students) and the Language Allocation Policy (LAP) to determine the level of specific monitoring of ELL academic progress or English language development and the timely dissemination of appropriately disaggregated data to inform the instruction of ELL.

The committee reviewed the systems which we have in place to monitor ELL progress and to disseminate data which is disaggregated by proficiency level, years in the United States, and type of program. Students' scores on the NYSESLAT, the Chinese Reading Test and El Examen de Lectura en Español (ELE), report cards, student profiles on ARIS, Achieve3000 performance reports, Periodic Assessments for ELL reports and RYOS reports were reviewed to determine the format in which data was reported to teachers and its effectiveness in informing instruction.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data collection and distribution practices at Fort Hamilton High School were reviewed. It was determined that these practices are on-going throughout the school year and are highly effective in support of data driving instruction to accelerate academic progress. Teachers receive copies of NYSESLAT, ELA, and Chinese Reading Test and El Examen de Lectura en Español (ELE) scores, and Achieve3000 performance and Periodic Assessments reports. Teachers meet regularly to discuss student performance and make recommendations for placement for students who fall below or above the proficiency of ESL. The NYSESLAT data enables teachers to plan instructional activities which address the areas in which students are deficient. Change of Track cards are completed by teachers and submitted to guidance counselors. In addition, teachers receive a Years of Service Report (RYOS) which lists students at 4, 5, 6 years of service and Long Term ELL at 7-12 years of service, and a SIFE Report (RSFE).

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central to address this issue, our Network Leader and ELL-Compliance Performance Specialist will continue to provide support in ensuring that opportunities are made available for teachers to learn the process of data collection and evaluation. Teachers will actively collect data for individual students and target groups. Data review and evaluation will be on-going in order to make recommendations for remedial and/or accelerated student programs. Instructional programs will reflect the academic needs of our ELL. The results of this finding were reported to the school community at faculty conferences, department meetings and Literacy Team meetings. It was determined that this finding was not applicable to our school's commitment to data collection and evaluation as a vehicle for instructional planning and revision and meeting the academic needs of our ELL population for the 2009-2010 school year.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$3,285,297.	\$3,285,297.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 32,859.		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$164,295.		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$328,530.		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 69%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Fort Hamilton High School continues to strive for 100% highly qualified teachers. We continuously work with our teachers in completing New York State and New York City requirements for permanent certification. These requirement qualifications are disseminated to all teaching staff members as they are recruited, at faculty meetings and at private meetings with our human resources representative from the ISC.

Monthly professional development workshops are held for new teachers throughout the year. These meetings provide vital professional

support for classroom teaching methodology, and classroom and time management strategies. In addition, faculty and department meetings are held monthly for colleagues to share best practices and professional materials.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## **SCHOOL PARENTAL INVOLVEMENT POLICY**

### **PART I - GENERAL EXPECTATIONS**

<p><b>NOTE:</b> Each school level Parental Involvement Policy must establish the school’s expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]</p>
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Fort Hamilton High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and

uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

**NOTE:** The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement –(a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Fort Hamilton High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 - *Local Educational Agency Plans* of the ESEA: Action – The PTA President will communicate with the District's Presidents' Council.
2. Fort Hamilton High School will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA: Action -

Our Title I team will participate in ongoing communication with staff and parents in various ways. These will include department and faculty meetings, Inquiry Team meetings, monthly SLT + CEP review meetings, the Principal's Cabinet meetings, PTA meetings, Safety and Security

meetings, Student Organization consultations, Teacher Team meetings, and the UFT Consultations. Our school has always prided itself on the longstanding practice of open communication among the administration, educational and clerical staff, parents and students.

3. Fort Hamilton High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies. Action – The School Leadership Team will hold its monthly meeting so that school administration, teachers, students and parents, may dialogue regarding the reception of Title I funds and the impact this funding will have on the school staff, students and P.T.A. In collaboration with the Principal, a *School Messenger* phone mast will be recorded to announce meetings. Letters are mailed to each student's home. Flyers and/or letters will be distributed to the students in their classrooms in several languages.

In addition, at the September 14, 2009 PTA Executive and General meeting and if needed, to be reiterated at the October 5, 2009 PTA Executive and General meeting, the Principal will discuss the impact and delivery of services provided by Title I funds. At the April PTA & SLT meetings, the Assistant Principal/ Principal will discuss with the constituencies Fort Hamilton High School the Title I application and designation.

4. Fort Hamilton High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).  
The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. - Action

*The Evaluation will be conducted by the Principal, Assistant Principals, the School Leadership Team, and designated members of the PTA.*

*The parents' role is outlined in the guidelines for the School Leadership Team.*

5. Fort Hamilton High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
    - the State's Performance Standards and Benchmarks via State School Report Card;
    - analysis of data re: Regents, RCTs, cohort graduation rate, NYSESLAT, PSAT and SAT;
    - the City's academic assessments including: Progress Report, Quality Review and Periodic Assessments

- the requirements of Title I, Part A
  - how to monitor their child's progress and
  - how to work as partners with educators.
- The School will provide materials and training to help parents work with their children to improve their academic achievement, including literacy training, and using technology, as appropriate, to foster parental involvement, through the PTA, Freshman Orientation, Parent Teacher Conferences and the School Leadership Team meetings.
  - The school will, with the assistance of the ISC, ESO and parents, educate its teachers, pupil personnel services, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by offering professional development to the staff and workshops for the parents.
  - The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand.

**Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY  
COMPONENTS**

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- involving parents in the development of training for administrators, teachers, and support staff to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school;
- adopting and implementing model approaches to improving parental involvement;

- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

## PART IV ADOPTION

This School Parental Involvement Policy and the School-Parent Compact have been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by this document.

This policy was adopted by Fort Hamilton High School on September 9, 2009 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 30, 2009.

Jo Ann Chester  
(Signature of Principal)

October 26, 2009  
(Date)

### 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK**

**FORT HAMILTON HIGH SCHOOL**

**Jo Ann Chester, Principal**

**SCHOOL-PARENT COMPACT**

Fort Hamilton High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010.

**Note: provisions bolded in this section are required to be in the Title I,  
Part A School-Parent Compact.**

**PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

**School  
Responsibilities**

**Fort Hamilton High School will:**

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education.

Each student will also have access to an Extended Day Program (Credit Recovery), Saturday ELL Academy (AIS or Credit Recovery), Saturday Academy (Targeted Credit Recovery), Circular 6 tutorials, Title I SES tutorials; Title III AIS, SIFE, ELL Success Grant;/Achieve 3000 for ELLs.

Parent Teacher Conferences are held twice annually.

- **hold parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Fall October 29 (evening) and October 30 (afternoon) and Spring March 18 (evening) and March 19 (afternoon).**
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student report cards are distributed 6 times a year and student promotion in doubt letters are sent home a minimum of twice a year.

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

## **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home;
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement for achievement;

## PART II OPTIONAL ADDITIONAL PROVISIONS

### STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- come to school and be prepared to work daily; .
- listen and follow directions;
- participate in class discussions and activities;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- do our homework every day and ask for help when we need to;
- study for tests and complete assignments;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- communicate with our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)
- participate in extra curricular activities;
- respect other persons.

Fort Hamilton High School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;

- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. Much of this information will be provided at Freshman Orientation, the PTA meeting held in September as well as at other PTA and SLT meetings, and in the Parent Newsletters.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessments (EdPerformance (Acuity, Periodic Assessments), NYSESLAT, PSAT, RCTs, Regents, SAT and Scholarship via ARIS);
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Fort Hamilton High School will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A

- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

**SIGNATURES**

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

## English

Results of the ELA Regents exam indicate that the percentage of students scoring 65+ has increased as follows: June 2007 - 87%, June 2008 - 84%, June 2009 - 88.7%.

An analysis of overall student achievement indicates that scholarship has increased as follows: June 2007 (78.8%), June 2008 (81.2%), June 2009 (84.2%).

An analysis of the annual school report profile (preliminary June 2008) indicates that we are meeting AYP in English for all student groups except Hispanic students and students with disabilities. This is a marked improvement since previously, we did not achieve AYP in the Hispanic, LEP and economically disadvantaged groups.

Reflection on performance of students in the 2007-2008 Target Group (30 10<sup>th</sup> grade students, Hispanic, entering 9<sup>th</sup> grade at levels 1-2) reveals only 50% have grade appropriate credit accumulation, and have passed Living Environment and Global Studies Regents exams. Performance of students in the 2008-2009 Target Group (34 9<sup>th</sup> grade students placed in Algebra CTT reveals that all but 6 students (82%) achieved over 10 credits and 18 students passed the Living Environment Regents (53%).

### 1) Student Trends:

- Student achievement on the Grade 8 ELA exam for incoming students in September 2009 indicates that more than 50% of students from our feeder schools scored at levels 1-2. NYSED benchmarks demand that students score at levels 3-4. As a school requiring academic progress we continue to monitor this trend toward low student achievement on Grade 8 assessments.
- Edperformance periodic assessments indicate student weakness in reading comprehension, literary response and expression, and vocabulary development.
- Illiteracy among ELL students in both the Native and English language.

### 2) Accomplishments:

- Continuation of our Ramp-Up to Literacy program for all entering 9<sup>th</sup> graders at levels 1-2 and all teachers trained in NCEE curriculum and supported by Literacy Coach.
- AYP in English achieved in all student groups except Hispanic students and students with disabilities.

- Scholarship and credit accumulation for students in Literacy classes has steadily improved—77% in 2007, 77.4% in 2008 and 78% in 2009.
- SIFE grant tutorials for at-risk ELL students.
- ELL Success Incentive Grant
- Greatest Generation Scholarship (NYSESLAT prep)
- Destination Math (Chinese and Spanish)
- Riverdeep (Spanish)

#### **Significant Barriers to the school's continuous improvement---**

- Incoming students scoring at levels 1-2 continues to be above 50%.
- Low parent participation.
- High mobility rate especially among ELL population
- Attendance issues resulting from increased travel time for students who live a great distance from the school (NCLB) and multiple sessions.
- Increased number of ELLs with interrupted formal education (SIFE) and students with IEPs as a result of reorganization of District 75 and NCLB.

#### **Significant Aids to the school's continuous improvement—**

- Ability to track student progress using ARIS, HSST and DATACATION.
- Various assessment tools such as Periodic Assessments that monitor student progress and predictive exams to prepare for Regents exams.
- Input from the school's Cabinet, and the proliferation of Content and Guidance Specific Inquiry Teams.
- Ongoing professional development of all staff and implementation of all school-wide initiatives in classroom instruction.

### **Mathematics**

Results of the Regents Examination in Math A indicate that there was a decrease in the passing rate from June 2007 (77.3%) to June 2008 (76.9%) to the last administration in January 2009 (66.97%) due to an increase in the number of level 1 and level 2 students taking the exam.

Results of the Regents Examination in Math B indicate there was an increase in the passing rate from June 2007 (81.6%) to June 2008 (87.1%) and a decrease in June 2009 (81.5%).

An analysis of overall student achievement indicates that scholarship has increased from June 2007 (65.8%) to June 2008 (68.4%) to June 2009 (69.9%).

Results of the Regents Examination in Integrated Algebra indicate that there was a marked decrease in the passing rate from June 2008 (100%) to June 2009 (52.55%) due to the numbers of off-track students taking the exam as well as those 9<sup>th</sup> graders who entered high school with poor mathematical skills.

### 1) **Challenges:**

- An analysis of the annual school report profile indicates that we are not meeting AYP for Black students, Hispanic students and students with disabilities.
- Students entering the 9<sup>th</sup> grade have insufficient mathematical skills to be placed in on-track classes, therefore resulting in many more students in the three term algebra course.
- A sizable number of students are not attending math classes on a regular basis, resulting in poor scholarship.

### 2) **Accomplishments:**

- The most significant aid to the school's continuous improvement is the ability to track student progress using ARIS, the various assessment tools such as the predictive exams and Scantron assessment, and the input from the school's Inquiry Team
- In the fields of technology and differentiated instruction, more teachers are using laptop projectors and the Smart Board in their daily instruction. Teachers are also differentiating instruction in all classes in order to meet the individual needs of their students.
- More students are attending the Saturday Academy credit recovery courses in math in order to meet promotional requirements.
- SIFE grant tutorials for at-risk ELL students.
- ELL Success Incentive Grant
- Destination Math (Chinese and Spanish)

### 3) **Strengths:**

- Ability to track student progress using ARIS, HSST and DATACATION.
- Data reflection and instructional change strategies implemented via Inquiry Team.
- Ongoing professional development of all staff and implementation of all school-wide initiatives in classroom instruction.

## **Pupil Personnel Services**

### **High School Graduation Rate**

An analysis of the 2005-2006, 2006-2007 and 2007-2008 State School Report Cards\*; Progress Reports 2006-2007 and 2007-2008; and Quality Review 2007 and Mock Quality Review 2008 indicate the following Graduation Rates:

As of August 2006 = 63% out of 914 students

As of August 2007 = 60% out of 939 students

As of August 2008 = 60% out 1081 students

\*Note: NY State School Report Card reports the prior year's graduation rate for each academic year.

Fort Hamilton High School has made Adequate Yearly Progress (AYP) in Graduation Rate overall during the three-year analysis and is classified, with regard to state accountability status for graduation rate, as being in "good standing".

In contextualizing the above graduation rates, certain factors become prominent. Namely, Fort Hamilton High School's incoming ninth grade classes have, for the past three years, entered Fort Hamilton High School as "over-age for grade". The average percent each year is approximately 25% of the population. This statistic correlates with two other major features:

- Approximately 25% of our incoming ninth grade class enters the ninth grade needing literacy services.
- Approximately 25% of our ninth grade class's attendance and scholarship rate is 75%, before attendance reversals.

Compounding this reality is the fact that Fort Hamilton continues to exceed its official capacity. The building is approximately 160% over-utilized. Over utilization limits the number of reduced classes and double periods of instruction.

However, statistics in relation to graduation also show a school continuously maintaining excellence in education and upholding high academic standards. Fort Hamilton High School's post-secondary plans reveal that an overwhelming majority 76% of graduates from the class of 2007-2008 attend a 4-Year or 2-Year College, 58% and 18% respectively. In addition, a 72% of the graduating class of 2007-2008 received Regents diplomas, continuing to prove FHHS upward trend.

### **Attendance Rate**

An analysis of the 2005-2006, 2006-2007 and 2007-2008 City and State School Report Cards indicate the following average attendance rate of 89%. This statistic, while approaching the Chancellor's minimum attendance standard of 90% is noteworthy and impressive. However, it does not capture a complete assessment of Fort Hamilton High School's attendance status / concerns. Fort Hamilton High School's operational attendance rate, before 1 and 3 period attendance reversals, ranges from 76.5% to 78.9%, reflecting a direct correlation between attendance and overall student scholarship. Therefore, a 10-15% increase in attendance, before reversals, and targeting students' cutting behavior will improve attendance, scholarship and graduation rates overall.

Similar to the barriers which impedes our graduation rate: a deficit incoming ninth grade class - 25%, an exceeding building capacity – 160% and a burgeoning ELL and immigrant population 25% combined, with a high mobility rate, all negatively impacts student attendance.

However, an analysis of the 2005-2006, 2006-2007 and 2007-2008 State Report Cards, Progress Report 2006-2007 and 2007-2008, ATS Reports, meeting and observations of guidance counselors and grade advisors, monthly Guidance Department meeting and Cabinet discussions, indicate that pupil personnel services are comprehensive in serving the needs of students. The following process for referring and supporting students is implemented: Programming and Progress Interviews, social skills guidance lessons, individual and group counseling and Project Success support are consistent. The roles of providers are delineated; providers follow-up on referrals and regularly communicate with students, parents and classroom teachers. Further, Pupil Personnel Services procedures are implemented for monitoring school and class attendance and providing outreach to students and their families. Providers of services often collaborate with community-based organizations to expand services that support the school's instructional and attendance outreach programs.

## Science

Results of the Regents examinations in Living Environment show a steady increase in students achieving a 65 or above in June 2007 (65.8%), June 2008 (67.1%), June 2009 (87.3%). This is due to the implementation of a three-term Living Environment course for at-risk students who need more time to understand the material needed to succeed on the Regents.

Earth Science Regents results also increased for students achieving a 65 or above in June 2007 (55.1% decreased in June 2008 (38.9%) and increased in June 2009 (73.4%). This was due to AIS Services during the Saturday Academy, After School and teacher tutoring throughout the school day.

### 1) Challenges:

- Student achievement on the Earth Science Regents exam in the Spring 2009 indicates that 26.5% of these students scored below a 65. With the school at more than double its capacity, it is difficult to reschedule 152 students into Regents Review courses to retake the Earth Science Regents exam the following term.
- With 12.6% of the Freshmen failing the Living Environment Regents with a 65 or below during the Spring 2009, to have 125 students programmed into a Living Environment Regents Prep class while they are taking Earth Science, their second required Regents course, is not feasible as the school is at more than double its capacity.
- Illiteracy and interrupted formal education among ELL students in both the Native and English language demonstrate a need for extended time in order to understand the concepts involved in science as well as the terminology used in the Living Environment curriculum.

### 2) Accomplishments:

- The implementation of a three term Living Environment Course for select at-risk 9<sup>th</sup> graders has increased the Regents statistics during the January Regents in this discipline.
- Regents prep classes during the Saturday Academy had 27 students in the Fall 2008 and 34 in the Spring 2009 for Living Environment and 15 and 20 Earth Science students in the Fall and Spring respectively meeting AYP before their third year of high school for the 2008-2009 school year.

### 3) Strengths:

- Ability to track student progress using ARIS, HSST and DATACATION.
- Accurate tracking of required minutes needed for students to be eligible for a science Regents via lab manuals and lab make-up sessions.
- Data reflection and instructional change strategies implemented via Inquiry Team.
- Ongoing professional development of all staff and implementation of all school-wide initiatives in classroom instruction.
- Annualized classes in Science grades 9-11 with credit recovery opportunities during the Saturday Academy.

## **Social Studies**

Students continued to excel on the Global and U.S. History and Government Regents. In June 2007, 73.5% of students received a grade of 65+ on the Global History Regents. In June 2008, that percentage increased to 80.2% and increased, once again, in June 2009 to 84.1%.

In U.S. History, scores on the Regents examination continue to increase. In June 2007, 88.8% of students received a score of 65+. In June 2008, that increased to 92.04%. In June 2009, that percentage continued to increase to 93.7%.

Student scholarship steadily increased over the past several years. In June 2007, 79.3% of students passed their classes. In June 2008, 81.7% of students passed their classes. In June 2009, 83.2% students passed their classes.

### **1) Challenges:**

- The large numbers of literacy-bound Freshmen and SIFE ELLs who negatively impact our scholarship in Global History classes.

### **2) Accomplishments:**

- Steady increase over a 3-year period in scholarship in Social Studies and Regents stats in both Global History and U.S. History.

### **3) Strengths:**

- The annualization of classes impacts credit recovery. The introduction of Team Global by a select group of dedicated Global History teachers, has impacted positively the delivery of instruction by revamping the Global IV curriculum in order to implement a thorough review of Global I, II, and III.

### **3. Instruction by highly qualified staff.**

Fort Hamilton High School's teaching and the paraprofessional staff is required to meet high standards as stated in Title I and amended by the No Child Left Behind Act.

**Teachers** – All Teachers of CORE academic subjects hired after the first day of the 2002 – 2003 school year and teaching in a program supported with Title I funds must be highly qualified by 2005-2006. Highly Qualified teachers must have full State certification or have passed a teacher licensing exam and hold a license to teach. Existing Highly Qualified teachers are to possess a Bachelor's Degree and must have demonstrated competence in all academic subjects based on a uniform State standard of evaluation as declared by New York State Education Department and the New York City Department of Education.

This will ensure that licensure requirements have not been waived. Teachers are also permitted to fulfill certification or licensure requirements if the teacher participates in an alternate route that meets certain requirements in coordination with professional development, intensive supervision and makes satisfactory progress to full certification within three (3) years.

It is understood that parents have a right-to-know the professional qualifications of the classroom teacher.

**Paraprofessionals** - According to the Title I guidelines that we are subject to, understand that the paraprofessionals who provide instructional support work in close and frequent proximity of the teacher, must have: a high school diploma or its equivalent regardless of the date of hiring, completed two (2) years of study at an institution of higher learning (or) obtained at least an Associates Degree (or) demonstrated through a formal State or local assessment, knowledge of and ability to assist in instructing reading, writing and mathematics. All paraprofessionals must comply with these requirements regardless of their funding source.

Five (5%) percent of Title I funding is set-aside to help teachers and paraprofessionals become “highly qualified.”

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

**Fort Hamilton High School's mission is to provide all students, including English Language Learners, Instructional Support Services students and at-risk students with "Excellence in Education." Our students and staff continue to strive to meet the academic challenges of the 21<sup>st</sup> century. The improvement of teaching and learning is a major goal of the school's plan for enhancing scholastic achievement and student attendance. Our philosophy is that all students are capable of succeeding and realizing their potential in an encouraging and nurturing, yet challenging environment. The entire school community is committed to raising standards, supporting extra- and co-curricular activities, applying learning to real life experiences, and preparing all students to function productively in society. We support and provide professional development to new teachers, and to all other teachers through monthly department and faculty meetings as well as designated professional development days.**

The Comprehensive Education Plan focuses on administrators, teachers, support staff and parents, working collaboratively to provide students with the tools to effectively meet the benchmarks of the State Education Department Performance Standards and Assessments and the mandates of the No Child Left Behind legislation. The continued implementation of new and innovative programs such as the Collaborative Classroom, research in the areas of mathematics, science, and social sciences, and the infusion of guidance lessons to ninth and tenth grade students are major goals of the school. In addition, we have targeted the lowest quartile of 9<sup>th</sup> graders and block programmed them for a double period of balanced literacy and a single period of mathematics with a reduced class size. We continue to strive to achieve the 90<sup>th</sup> percentile in daily attendance required by promotional standards and to close 407's (aggregate of 20 absences per term) at the 85<sup>th</sup> percentile. Our goal is to increase the number of Regents endorsed diplomas in the class of 2009, and meet and exceed the New York State Performance Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies and to achieve AYP in the areas of English and Mathematics. This will impact on our ability to improve the cohort graduation rate while decreasing the drop-out rate, and allow our English Language Learners to achieve significant gains in English language acquisition.

Based on the philosophy that all students can succeed, Fort Hamilton High School strives to set the standard for excellence in the NYC public schools. Students are assisted by our guidance staff to find the program that is appropriate for them. An academically competitive Honor Academy Program is in place for those students who excel. Our Science Research Program includes a collaborative component with Lutheran Medical Center and Maimonides Hospital. A variety of other programs include: Academy of Finance, an athletics program which has won citywide championships, College Now, Dramatic Arts Academy, Future Teachers Program, Health Careers, High School Extension Program in Second Languages, JROTC, Law Institute, Marching Band, Math Institute, Peer Mediation and Conflict Negotiation, Student Leadership, Tech Squad, Virtual Enterprise, and a swimming facility that is utilized by the extended Bay Ridge community and is housed in a \$13 million natatorium. Our award-winning publications include: the **Anchor**, literary magazine, the **Pilot** newspaper, and **Tower** Yearbook, which are departmental

publications in English and the Arts. We have 60 clubs, including numerous ethnic heritage clubs. All students are strongly encouraged to join at least one of these programs or activities; many of our students belong to several. We have an active Student Organization that promotes a positive school spirit and school tone. It gives support to teams and clubs and participates in the school's decision-making process.

Fort Hamilton High School's strategic collaborations and partnerships include -

**Partnerships:** Bay Ridge Community Council, College of Staten Island, Community Board 10, Fordham University, Hunter College, Kingsborough Community College, Lutheran Medical Center, Maimonides Hospital, National Chorale, Part-time Co-operative Education & Training Opportunities, Project Learn, St. John's University, VA & Victory Memorial Hospitals and VATEA

**Colleges:** Brooklyn College, College of Staten Island, Fordham University, Hunter, Kingsborough Community College, St. John's University College Advantage Program in Second Languages

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

It is the intention that Fort Hamilton High School hires Highly Qualified teachers. We obtain our teachers from the many different avenues. Many of our teachers are former graduates who are committed to excellence in education and are eager to join our teaching staff. In addition, some of our teachers were regular substitute teachers who proved themselves to be committed to Fort Hamilton High School's high standards. We also encourage members of the New York City Teaching Fellows program to intern at our school so that we can evaluate their professional teaching abilities and possibly employ them.

6. Strategies to increase parental involvement through means such as family literacy services.

Ongoing communication to increase parental involvement with staff and parents will take place in various ways. These will include the monthly SLT meetings, PTA meetings, the Principal's cabinet meetings, department, faculty meetings, the UFT and student organization consultations and school safety meetings. Our school has always prided itself on the longstanding practice of open communication among the administration, educational and clerical staff, parents and students.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Teacher teams in each content area meet regularly to discuss students' academic performance and to share best instructional strategies.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. The Inquiry

Team as well as Teacher Teams across content areas analyze data to inform classroom instruction, addressing students' academic strengths and weaknesses.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. JROTC and Peer Mediation/Conflict Resolution; Students in Temporary Housing; and Virtual Enterprise are some of these specialty programs.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**N/A**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards. **N/A**
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** SRAP – Year 6                      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

English

Hispanic students and students with disabilities failed to make AYP in ELA according to School Demographics and Accountability Snapshot dated November 2008.

Mathematics

Many of the Hispanic or Latino students who did not make AYP in Math and Graduation Rate are former ELLs who continue to demonstrate weaknesses in reading comprehension which impacts their ability to read and respond to mathematical questions on assessments.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

English

Continue Ramp Up curriculum in a double period program for all incoming 9<sup>th</sup> graders scoring at levels 1-2, including all students in CTT classes. All teachers trained in Ramp Up and specific strategies to improve reading comprehension in bi-weekly professional development by Literacy Coach. All English classes are annualized to ensure instructional consistency and opportunity for credit recovery in the Spring term with the grade of 56. 10<sup>th</sup> Grade students take GPSRP to prepare for all standardized assessments. Students who fail

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<sup>1</sup> School Under Registration Review (SURR)

the Regents take E7R in addition to English 7 in the Fall term of 12<sup>th</sup> grade and are offered tutorials during the school day (Writing Center Circular 6, NHS Peer tutoring, SIFE) and after school Regents tutoring and Saturday Academy.

In order to support improved achievement of Hispanic and Latino students in Math, the school will continue to implement the technology-based Differentiated Destination Math Program in Spanish and English which focuses on prescriptive instruction targeting each student's individual needs. Students work with a balance of abstract and applied math principles, receiving the explicit and direct customized instruction they need to master their math curriculum.

### Instructional Support Services

ISS students' performance in state assessment exams (Regents and RCT's) is improving in science and history and is about the same in English and Math. This is based on the recent statistics cited in the 2008-2009 NYS School Report Card. More ISS students are passing the Regents exams than the RCT exams as teacher's focus on Regents standards for their instruction. In addition to the various class preparations in core classes, we are continuing supportive classes such as: Global and US History Literacy classes (credit recovery), Regents and RCT Prep class, ELA Regents Review, and Algebra Regents Review. These classes will help to provide additional instruction to improve student performance on state assessment exams. To continue assisting ISS students in acquiring credits for their diplomas, elective classes in alignment with the mainstream will be offered off-track, such as: English 8 – Credit Recovery. Additionally, off track math classes will be offered each term to meet the needs of the ISS student population. We have fully implemented the Algebra curriculum, creating four terms, which allows students more time to absorb the concepts and provides them with a greater opportunity for success on the Algebra Regents. ISS classes in Spanish will be continued to assist students in meeting the language requirements, as well as a Spanish Heritage class to meet the needs of a much larger incoming Hispanic ESL population. By continuing to provide our ISS students with the support they need, we will continue striving to meet the benchmark for graduation rate, and making AYP for the 2009 – 2010 school year.

Consistency across the disciplines continues to be encouraged in all content areas and a significant difference is apparent based on observations of instruction. Professional development has been provided for the REWARDS reading and writing program, which has been implemented by ISS teachers in order to target vocabulary acquisition across the disciplines. We will continue to integrate "The Six Minute Solution" into literacy classes to help improve students' fluency. Intervisitation of classes is conducted each term and has continued to help us to improve teaching and learning through the sharing of best practices. We continue to strive to meet our students' IEP goals. In addition, we are helping students with credit acquisition as we continue to improve the graduation rate. We are continually evaluating our progress in order to meet the benchmarks for AYP, which is a goal that continues to be our main concern.

We will continue to infuse new and innovative ways to improve instruction and student learning. Incorporating technology to enhance and improve instruction is a primary objective that all ISS teachers have embraced and are achieving. By continuing professional development in using the newer technologies including the SmartBoard, we hope to have more and more teachers improving the delivery of instruction by creating interactive lessons to improve instruction and engage students in learning. In order to assess students to measure progress, we will be using the Scantron Education Performance testing and will be using that data to help teachers tailor instruction based on student needs and assisting students in understanding the areas in which they need to improve. Teachers will focus on the requirements

needed to improve our performance in the Quality Review. Teachers will be informed about utilizing data from various assessments to inform instruction and show our progress.

**Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

N/A

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

N/A

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A committee was formed combining Inquiry team members representing the Content Areas and Guidance departments, to assess whether Finding 1A was relevant to our school's educational program. The committee met on ten separate occasions. Committee members included the principal, Literacy and Math coaches, the data specialist and the Assistant Principals of English, Math, Science, Social Studies, and Instructional Support Services. All components of Key Finding 1A were addressed. The committee reviewed our CEP and evaluated school data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs, and our materials. The results of this assessment process was shared with teachers at Department meetings, on Professional Development days, at Inquiry Team meetings, with the staff at monthly faculty conferences. It was determined that the Curriculum Audit findings were irrelevant to our school's educational program in all areas.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Curriculum Maps:** Current Curriculum Maps for ELA for grades 9 through 12 were reviewed. It was determined that individual maps for each term identify specific reading strategies, writing tasks, and outline specific instructional objectives in a comprehensive plan indicating what students should know and be able to do at each grade level. Our current curriculum maps for each level (9-12) address content topics aligned to NYS Standards, and clearly indicate specific skills to be mastered, instructional strategies to be utilized and student outcomes to be attained.

**Taught Curriculum in ELA especially for ELLs:** Our committee reviewed and evaluated the taught curriculum for all students, with a focus on ELLs for alignment with state learning standards. It is evident through lesson plan evaluations and observations that all of the NYS standards are being addressed. They are addressed consistently in all classes most of the time, to the depth to which it should be taught. Upon reviewing student writing samples and reflection on student portfolios, there was evidence of some student written products that meet the standards. Oral presentations are part of our school's curriculum in every ELA class, and most lessons contained opportunities for improving speaking and listening skills. This was found to be especially true in our Literacy and ELL classrooms, where weaknesses in these skills are prevalent. Student performance on periodic assessments in grades 9-11 is reviewed three times each year and curriculum is revised accordingly. Strategies for differentiation of instruction for ELLs are included in each revision.

**ELA Materials:** Our committee reviewed materials for ELA instruction in all English, ESL and Special Education classes. We have an abundance of materials for implementing instructional initiatives like Ramp Up curriculum workshop activities (i.e.; chart paper, markers, notebooks, post-it notes, overhead projectors, technology, etc.) Every ELA class has access to a classroom library for independent reading that is relevant to every reading and interest level. New books and titles are added each year to supplement these libraries. New EMC Paradigm textbooks were purchased for all grade 9, grade 10 and Transitional English classes and 14 out of 16 ELA classrooms are equipped with Smartboard technology.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central, our Network Leader and Network Support Specialists for ELA and ELLs will continue to provide support in the ongoing reflection and revision of our ELA Curriculum maps so that we maintain a comprehensive plan indicating what students should know and be able to do at each grade level. Our revised curriculum maps will address the instructional needs of our students as measured by 8<sup>th</sup> grade ELA scores, performance in Reading and Language Arts on periodic assessments, standardized tests such as PSAT/SAT, NYSESLAT and ELA Regents exams. Substantial funds will continue to be budgeted to purchase new texts and maintain appropriate supplies to support ELA instruction.

Our emphasis will be placed on the development of lessons that consistently address NYS learning standards, including rigorous writing standards, oral presentations and increased opportunities for improving speaking and listening skills. This ongoing initiative will be for all students with a special focus on improving the taught curriculum for ELLs so that all teachers servicing our ELL students are fully aware of the State Learning Standards for ELLs.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what

students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

N/A

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

N/A

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

N/A

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to determine if Key Finding 4 was relevant to our school's educational program, a committee was formed which consisted of Inquiry Team and Literacy Team members representing the Foreign Language/ESL department. The committee met on four separate occasions. Committee members included the principal, the Assistant Principals of Foreign Language/ESL, English, Math, Science, Social Studies and Instructional Support Services, ESL and LAB/NYSESLAT coordinators, and ELA, Math, and ISS coaches. All components of the Key Finding 4 were addressed. The committee reviewed our CEP (CR Part 154 A-6, Title III Part A Language Instruction for Limited English Proficient and Immigrant Students) and the Language Allocation Policy (LAP) to determine if Professional Development opportunities regarding curriculum and instruction and monitoring of progress of ELL were clearly outlined and made accessible to the staff providing instruction to English Language Learners.

Staff registration for Professional Development options offered in-house and by the Office of English Language Learners (OELL) such as QTEL, Achieve 3000, **Destination Math, RIGOR, Periodic Assessments for ELLs**, was reviewed to determine the percentage of teacher participation. Professional Development Agendas were also reviewed to ensure that information regarding instructional initiatives had been provided to all staff members. Additionally, memos, emails, and department meeting agendas were also reviewed.

The committee reviewed the systems which we have in place to monitor ELL progress and to provide teacher training on the collection and evaluation of data in order to inform instruction.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The schedule for Professional Development Opportunities which was created in August 2008 was reviewed. It was determined that Fort Hamilton High School has a highly effective program of professional development which maximizes teachers' opportunities for differentiated technology-based instruction. Professional development focuses on strategies and methodologies for ESL, Bilingual, Native Language Arts, and ELA instruction. Teachers receive rigorous training on research-based practices to improve the delivery of instruction to ELLs in monolingual programs. Collaboration amongst all teachers is a goal of our program. Intervisitation for all teachers and Assistant Principals across disciplines affords the participants the opportunity to articulate and share Best Practices. Other examples of Professional Development opportunities include Demonstration Lessons, Common Professional Periods, Joint Department Meetings and New Teacher Workshops. In addition, teachers participate in professional **development (ARIS, Periodic Assessments, and Achieve3000 progress reports)** which focuses on training on the collection and evaluation of data in order to inform instruction. Finally, the professional development calendar clearly reflects the school's commitment to continue to build and enhance its capacity to work with our ELL population.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central to address this issue, our Network Leader and ELL-Compliance Performance Specialist will continue to provide support in ensuring that professional development opportunities are made available to teachers throughout the school year. Teachers will actively participate in the review/revision of the Language Allocation Policy (LAP), where necessary. Selection and purchase of new textbooks and leveled appropriate readers and Curriculum Maps will be consistent with **the annualization of** ESL classes and reflect instructional objectives. Monitoring of student progress via collection and analysis of data will enable teachers to address the academic needs of our ELL population in order for students to acquire the skills needed to make Adequate Yearly Progress and graduate with their cohort. The results of this finding were reported to the school community at faculty conferences, department meetings and Literacy Team meetings. It was determined that this finding was not applicable to our school's Continuous Professional Learning and Collaboration for the 2008-2009 school year.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to determine if Key Finding 5 was relevant to our school's educational program, a committee was formed which consisted of Inquiry Team and Literacy Team members representing the Foreign Language/ESL department. The committee met on four separate occasions. Committee members included the principal, the Assistant Principals of Foreign Language/ESL, English, Math, Science, Social Studies and Instructional Support Services, ESL and LAB/NYSESLAT coordinators, and ELA, Math, and ISS coaches. All components of the Key Finding 5 were addressed. The committee reviewed our CEP (CR Part 154 A-6, Title III Part A Language Instruction for Limited English Proficient and Immigrant Students) and the Language Allocation Policy (LAP) to determine the level of specific monitoring of ELL academic progress or English language development and the timely dissemination of appropriately disaggregated data to inform the instruction of ELL.

The committee reviewed the systems which we have in place to monitor ELL progress and to disseminate data which is disaggregated by proficiency level, years in the United States, and type of program. Students' scores on the NYSESLAT, the Chinese Reading Test and El Examen de Lectura en Español (ELE), report cards, **student profiles on ARIS, Achieve3000 performance reports, Periodic**

**Assessments for ELL reports** and RYOS reports were reviewed to determine the format in which data was reported to teachers and its effectiveness in informing instruction.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data collection and distribution practices at Fort Hamilton High School were reviewed. It was determined that these practices are on-going throughout the school year and are highly effective in support of data driving instruction to accelerate academic progress. Teachers receive copies of NYSESLAT, ELA, and Chinese Reading Test and EI Examen de Lectura en Español (ELE) scores, and **Achieve3000 performance and Periodic Assessments reports**. Teachers meet regularly to discuss student performance and make recommendations for placement for students who fall below or above the proficiency of ESL. The NYSESLAT data enables teachers to plan instructional activities which address the areas in which students are deficient. Change of Track cards are completed by teachers and submitted to guidance counselors. In addition, teachers receive a Years of Service Report (RYOS) which lists students at 4, 5, 6 years of service and Long Term ELL at 7-12 years of service, and a SIFE Report (RSFE).

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although our school will not require additional support from central to address this issue, our Network Leader and ELL-Compliance Performance Specialist will continue to provide support in ensuring that opportunities are made available for teachers to learn the process of data collection and evaluation. Teachers will actively collect data for individual students and target groups. Data review and evaluation will be on-going in order to make recommendations for remedial and/or accelerated student programs. Instructional programs will reflect the academic needs of our ELL. The results of this finding were reported to the school community at faculty conferences, department meetings and Literacy Team meetings. It was determined that this finding was not applicable to our school's commitment to data collection and evaluation as a vehicle for instructional planning and revision and meeting the academic needs of our ELL population for the **2009-2010 school year**.

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## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- . Professional Development is conducted 3 times a year with teachers to address specific individual needs in the use of strategies used for special needs students
- . Professional Development feedback surveys
- . Teacher observations by administration
- . Teacher intervisitation feedback and Team Teaching feedback to administration

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- . All teachers have access to a computer-generated IEP to help inform instruction
- . Instructional Support Service Teachers model best teaching practices throughout the year
- . ICT classes provide a collaborative classroom where all teachers are welcome to visit and view best teaching practices in which IEP recommendations being implemented
- . Teachers are provided professional development in Wilson, Rewards, and the Six Minute Solution models

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students

are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- . Teacher observations by administration in the area of classroom modification
- . Teacher intervisitation/feedback in the area of strategic implementation for special needs students
- . Review of benchmarking templates, curriculum maps which includes NYS standards and IEP mandates
- . The development of classroom goals and benchmarks for all students
- . On-going conversation addressing each individual goal set for special needs student

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- . All teachers have access to computer generated IEPs to inform instruction
- . Literacy Coach and Compliance Coordinator provide support to develop and implement teaching strategies to best support IEP recommendations
- . ICT class provides a collaborative classroom where all teachers are welcome to visit and view best teaching practices in which IEP recommendations are being implemented
- . On-going development of individual plans and goals for each contact class for special needs students

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Six (6) students.

2. Please describe the services you are planning to provide to the STH population.

Students in Temporary Housing are identified and provided one-on-one academic and guidance support. Parents are contacted and informed of guidance and academic intervention services. STH funding is set aside for students, assisting students in purchasing school materials, off-setting PSAT and SAT fees, whenever possible; fee waivers are provided to STHH; physical education uniforms and all other instructional supplies are provided using the above funding.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.