



FORT HAMILTON HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 20K490

ADDRESS: 8301 SHORE ROAD, BROOKLYN, NY 11209

TELEPHONE: (718) 748-1537

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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: Christine Madias

STUDENT REPRESENTATIVE:
(Required for high schools) Gvantsa Pantsulaia

DISTRICT AND NETWORK INFORMATION

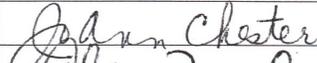
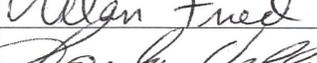
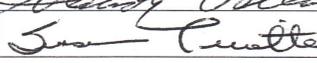
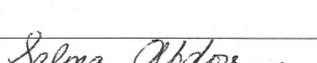
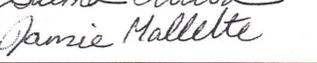
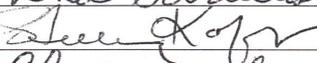
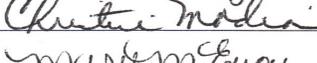
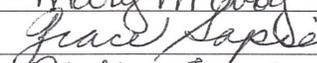
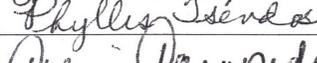
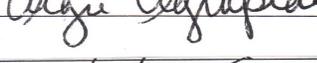
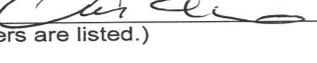
DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** CFN405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Aimee Horowitz

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> |  |
| N/A | 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> |   |
| N/A | CBO Representative, if applicable | |
| George Apostolou | Member/ |  |
| Rena Goudelias | Member/ |  |
| Stella Kafkis | Member/ |  |
| Christine Madias | Member/ |  |
| Mary McEvoy | Member/ |  |
| Grace Sapienza | Member/ |  |
| Phyllis Tsevdos | Member/ |  |
| Argie Agrapides | Alternate |  |
| Stella Tedesco | Alternate | |
| 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.

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.

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 CFN405. There are 4,168 students on register for the Fall 2010 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 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 2010-2011 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 9th graders and block programmed them for a double period of balanced literacy using Ramp-Up strategies and Wilson & Rewards strategies in the ISS classroom, and a single period of mathematics. 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 2011, 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, Mock Trial and Moot Court, 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.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|---------------------------|---------------|--------|--------------------------|--------------|
| School Name: | Fort Hamilton High School | | | | |
| District: | 20 | DBN #: | 20K490 | School BEDS Code: | 337800010490 |

| DEMOGRAPHICS | | | | | | | | | |
|---|--------------------------------|---------------------------------------|--|---|--|-----------------------------------|----------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 | <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | | | | | 89.6 | 88.8 | 91.6 | | |
| Kindergarten | | | | | | | | | |
| Grade 1 | | | | Student Stability: % of Enrollment | | | | | |
| Grade 2 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | | | | | 94.7 | 94.3 | 94.7 | | |
| Grade 4 | | | | | | | | | |
| Grade 5 | | | | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | | | 19.4 | 25.9 | 55.2 | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | 1479 | 1394 | 1410 | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | 1632 | 1598 | 1542 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 640 | 579 | 713 | | 10 | 82 | 5 | | |
| Grade 12 | 707 | 639 | 602 | | | | | | |
| Ungraded | 4 | 0 | 3 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 4462 | 4210 | 4270 | | 222 | 245 | 201 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 283 | 256 | 254 | Principal Suspensions | 151 | 150 | 137 | | |
| No. in Collaborative Team Teaching (CTT) Classes | 56 | 82 | 124 | Superintendent Suspensions | 34 | 15 | 27 | | |
| Number all others | 159 | 118 | 107 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| # in Trans. Bilingual Classes | 458 | 517 | 580 | CTE Program Participants | N/A | 465 | 384 |
| # in Dual Lang. Programs | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # receiving ESL services only | 410 | 312 | 268 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 52 | 51 | 111 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 208 | 211 | 198 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals *Guidance Counselors - 15 School Ed Evaluator, Social Workers - 7 | 73 | 72 | 12* |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | 10 | 13 | 42 |
| | 398 | 288 | 288 | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 98.6 | 98.6 | 99 |
| American Indian or Alaska Native | 0.2 | 0.1 | 0.2 | Percent more than two years teaching in this school | 82.7 | 83.4 | 98.5 |
| Black or African American | 6.1 | 5.1 | 5.1 | Percent more than five years teaching anywhere | 67.3 | 68.7 | 82 |
| Hispanic or Latino | 34.8 | 33.9 | 31.9 | Percent Masters Degree or higher | 86.0 | 87.0 | 95 |
| Asian or Native Hawaiian/Other Pacific Isl. | 27.4 | 27.4 | 28.1 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 92.8 | 88.6 | 72 |
| White | 31.6 | 33.4 | 33.7 | | | | |
| Multi-racial | | | | | | | |
| Male | 55.2 | 54.4 | 54.1 | | | | |
| Female | 44.8 | 45.6 | 45.9 | | | | |

| 2009-10 TITLE I STATUS | | | | |
|--|----------------------------------|--|----------------------------------|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | <input type="checkbox"/> Non-Title I |
| Years the School Received Title I Part A Funding: | <input type="checkbox"/> 2006-07 | <input type="checkbox"/> 2007-08 | <input type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-2010 Performance):

| <u>Differentiated Accountability Phase (Check ✓)</u> | <u>Category (Check ✓)</u> | | |
|--|---------------------------|---------|---------------|
| | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | | | |
| Improvement (year 1) | | | |
| Improvement (year 2) | | | |
| Corrective Action (year 1) | | | |
| Corrective Action (year 2) | | | |
| Restructuring (year 1) | | | |
| Restructuring (year 2) | | | |
| Restructuring (Advanced) | | √ | |

| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | Secondary Level (✓) | |
|---|------------------------------------|--|----------------------------|---|
| | ELA: | | ELA: | √ |
| | Math: | | Math: | X |
| | Science: | | Grad. Rate: | X |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|--------------------------------|------|---------|------------------------|-----------------|--------------|------------------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | |
| All Students | | | | √ | X | X | 66 |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | - | |
| Black or African American | | | | √ | X | X | |
| Hispanic or Latino | | | | X | X | X | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | √ | √ | X | |
| White | | | | √ | √ | X | |
| Multiracial | | | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | √ ^{SH} | √ ^{SH} | √ | |
| Limited English Proficient | | | | X | X | X | |
| Economically Disadvantaged | | | | √ | √ | √ | |
| Student groups making AYP in each subject | | | | 6 | 4 | 2 | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2009-2010 | | Quality Review Results – 2009-2010 | |
|--|------|---|----------------|
| Overall Letter Grade | B | Overall Evaluation: | Well Developed |
| Overall Score | 69.5 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | Well Developed |
| School Environment (Comprises 15% of the Overall Score) | 11.0 | Quality Statement 2: Plan and Set Goals | Well Developed |
| School Performance (Comprises 25% of the Overall Score) | 13.2 | Quality Statement 3: Align Instructional Strategy to Goals | Well Developed |
| Student Progress (Comprises 60% of the Overall Score) | 36.3 | Quality Statement 4: Align Capacity Building to Goals | Well Developed |
| Additional Credit | 9.0 | Quality Statement 5: Monitor and Revise | Well Developed |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

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/Teacher 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 your school's 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

After conducting our needs assessment, it was found that the LEP and Special Education student groups have under-performed all other subgroups for the past three years, although Students with Disabilities made 'safe harbor' in 2009. As a result, we will continue to make progress for these groups a priority goal for the 2010-2011 school year, with a focus on strengthening reading comprehension skills and vocabulary development and the differentiation of instruction based on student learning styles. This will result in a 2% increase in the number of students in these sub-groups achieving grade 65 or above for students taking the ELA Regents exam in June 2011.

1) Student Trends:

- Student achievement on the Grade 8 ELA exam for incoming students in September 2010 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.
- ACUITY and 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.
- Results of the Regents Examination in ELA indicate that there was an increase of 4.6% in the passing rate from June 2009 (82%) to June 2010 (86.6%). An analysis of overall student achievement indicates that scholarship has increased from June 2008 (81.1%) to June 2009 (84.15%) and increased again in June 2010 (84.22%).

2) Accomplishments:

- Continuation of our America's Choice Ramp-Up to Literacy program for all entering 9th graders at levels 1-2 and all teachers trained in NCEE curriculum and supported by Literacy Coach. Students are placed in double-period classes following this curriculum and scholarship and credit accumulation for students in Literacy classes has steadily improved—77.4% in June 2008, 78.2% in June 2009 and 82.8% in June 2010.
- SIFE grant tutorials for at-risk ELL students offer supplemental instructional opportunities to long-term ELLs and students whose formal education has been interrupted.
- Increased credit recovery opportunities for all students resulting in an increase in credit accumulation via Extended Day Program and the Saturday Academy.

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

- Incoming students scoring at levels 1-2 continues to be above 50%, which is 309 students out of 720 students in general education in the entering class of 2010.
- Low parent participation, 42% of parents completed the NYC School Survey.
- High mobility rate especially among ELL population
- Attendance issues resulting from increased travel time for students who live a great distance from the school 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.
- Failure to achieve AYP in English in the Hispanic and LEP subgroups, according to the preliminary 2009-2010 Annual NYSED Report Card.

Significant Aids to the school's continuous improvement—

- Ability to track student progress using ARIS, STARS 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, Teacher Teams and the proliferation of Inquiry to 100% of the faculty.
- Ongoing professional development of all staff and implementation of all school-wide initiatives in classroom instruction.
- Every English classroom is equipped with a SmartBoard, thereby increasing the differentiation of instruction, interactive lessons, and inquiry-based learning.

Mathematics

After conducting our needs assessment, it was found that the English Language Learners, Black, Hispanic and Low Income students have under-performed all other subgroups, and Special Education students made 'safe harbor' in 2009. As a result, we will continue to make it our priority to provide assistance to these students, focusing on vocabulary, writing and mathematical skills for free-response questions and the differentiation of instruction based on student learning styles. This will result in a 2% increase in the number of students taking the Integrated Algebra Regents in June 2011.

1) **Student Trends:**

- Student achievement on the Grade 8 Mathematics exam for incoming students in September 2010 indicates that approximately 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.
- Results of the Regents Examination in Integrated Algebra indicate that there was an increase of 20.65% in the passing rate from June 2009 (52.55%) to June 2010 (73%).
- Results of the Regents Examination in Geometry show a decrease from June 2009 (99.4%) to June 2010 (85.39%) due to off-track student participation.
- An analysis of overall student achievement indicates that scholarship has increased from June 2008 (68.4%) to June 2009 (69.9%) and increased again in June 2010 (72.15%).

2) **Accomplishments:**

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

Significant Barriers:

- An analysis of the preliminary annual school report profile (June 2010) indicates that we are not meeting AYP for Black, Economically Disadvantaged students, Hispanic, and Limited English Proficient students.
- Students entering the 9th grade have insufficient mathematical skills to be placed in on-track classes, therefore resulting in approximately 50% of the students being registered in the extended term algebra course.
- A sizable number of students are not attending math classes on a regular basis, resulting in poor scholarship.
- Incoming students scoring at levels 1 and 2 was 42%, which is 383 students out of 912 in both General Education and Instructional Support Services in the entering class of 2010.
- Low parent participation, 42% of parents completed the NYC School Survey.

Significant Aids:

- The most significant aid to the school's continuous improvement is the ability to track student progress using ARIS and Datacation, the various assessment tools such as the predictive exams, and the input from the school's Inquiry Team.
- Teachers are incorporating technology via the use of the SmartBoard in their daily instruction. Teachers are also differentiating instruction in all classes in order to meet the individual needs of their students.
- Title I tutorials are available to students who are eligible for free lunch both in school and at home.
- SIFE grant tutorials for at-risk ELL students.
- ELL Success Incentive Grant
- Destination Math (English, Chinese and Spanish) to aid ELL and students not meeting state benchmarks.
- Increased credit recovery opportunities for all students. For example, we offer a wider variety of credit recovery courses in both the Saturday Academy and during the regular school day resulting in an increased number of students meeting promotional requirements.

- Increased use of technology in the mathematics classroom. Each room now has a SmartBoard which includes Math Tools that provide the teacher with the ability to draw figures, graphs, constructions and more.

Pupil Personnel Services

High School Graduation Rate

An analysis of the 2006-2007, 2007-2008 and 2008-2009 State School Report Cards* indicate the following Graduation Rates:

2006-2007 NYS Report Card indicates = 60% out of 939 students
2007-2008 NYS Report Card indicates = 60% out of 1081 students
2008-2009 NYS Report Card indicates = 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 sized classes and double periods of instruction.

However, statistics in relation to graduation also show a school making progress. Specifically, in 2006-2007 two sub-groups, Hispanic / Latino and Students with Disabilities had not met the progress target criterion for graduation rate. However, more recent statistics, 2007-2008 and 2008-2009, show that these subgroups made significant gains and met the progress target criterion for graduation rates for the academic school years indicated. Further, Fort Hamilton High School's post-secondary plans reveal that the class of 2008-2009 yielded 64% of its graduates attending 4-year or 2-year colleges, 30% and 34% respectively. In 2007-2008 an overwhelming majority 76% of graduates attended a 4-year or 2-year college, 58% and 18% respectively and finally, in the class of 2006-2007, 71% of the graduates attended a 4-year or 2-year colleges, 61% and 10% respectively. In addition, 71%-72% of the graduates in the classes of 2006-2007 through 2008-2009 received Regents diplomas, continuing to prove FHHS upward trend.

Pupil Personnel Services

Attendance Rate

An analysis of the 2006-2007, 2007-2008 and 2008-2009 ATS attendance reports indicate the following average attendance rate of 89.6%. This statistic is noteworthy and impressive, approaching the Chancellor's 90% minimum attendance standard. However, this statistic should be contextualized, reflecting Fort Hamilton High School's attendance status / concerns. Specifically, Fort Hamilton High School's operational attendance rate, before 1 and 3 period attendance reversals, has increased from 76.5% to 82%-83%, reflecting a direct correlation between attendance and overall student scholarship. Therefore, a 7-10% increase in attendance, before reversals, and targeting students' cutting behavior has proven to be successful with regard to attendance, scholarship and graduation rates overall.

Similar to the barriers which impede 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, 2007-2008, and 2008-2009; and Quality Reviews 2007 and 2010; ATS Reports, meetings and observations of guidance counselors and grade advisors, monthly Guidance Department meetings 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.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

ANNUAL SCHOOL GOALS **2010-2011**

1. After conducting our Needs Assessment, it was found that LEP and Special Education students have underperformed all other sub-groups for the past three years. However, Special Education students have made Safe Harbor for the past two years. As a result, we have made progress for these student groups a priority goal for the 2010-2011 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 grade 65 or above in the ELA Regents by June 2011.
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. This will result in a 2% increase in scholarship and an increase in the number of students achieving grade 65 or above on the Integrated Algebra Regents by June 2011.
3. To increase by 4% Fort Hamilton High School's 4-year graduation rate by June/ August 2011, maintaining Fort Hamilton High School's graduation status of “good standing” and incrementally approaching the set State standard of 66% and approaching the definitive State standard of 80%.
4. To continue to support and fine-tune Project Success resources to achieve 90% student attendance by June 2011, increasing attendance statistics to 85% before reversals, aligning scholarship and readily meeting the Chancellor's 90% minimum attendance standard. Project Success, Fort Hamilton High School's attendance outreach program, consisting of five family assistants, 1 school aide, an attendance teacher and a teacher coordinator, monitors students' attendance and teachers' attendance referrals daily, intervening on chronic attendance problems. Family assistants conduct attendance conferences, make phone calls, mail letters and conduct home visits, addressing chronic attendance issues and providing support to students to attend school regularly and consistently. The attendance teacher investigates truancy cases and works collaboratively with the family assistants, communicating familial attendance concerns with the team and making appropriate recommendations when necessary, i.e. Guidance referrals, ACS referrals, Family Court referrals etc.

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 2010-11 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, PLA, 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

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>After conducting our Needs Assessment, it was found that LEP and Special Education students have underperformed all other sub-groups for the past three years. However, Special Education students have made Safe Harbor for the past two years. As a result, we have made progress for these student groups a priority goal for the 2010-2011 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 grade 65 or above in the ELA Regents by June 2011.</p> |
| <p>Action Plan 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"> • Align curriculum with Performance Standards and Instructional Goals and Objectives • Implement Balanced Literacy instructional strategies in all classes • Annualize classes in English in Grades 9-11 with credit recovery opportunity in the Spring term. • Reflect on data of periodic assessments and implement appropriate instructional change on strategies. • Provide opportunities for professional development, intervisitation and sharing of best practices among teachers • Provide students with 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 periodic assessments (Scantron Edperformance Reading Tests and PSAT exams) given in October, January and June. • Incorporate strategies for specific instructional objectives into teachers’ daily lessons. • Assist students to evaluate their own progress and set individual goals to attain these comprehension skills. <p>ACTIONS/ACTIVITIES/STRATEGIES</p> <ul style="list-style-type: none"> • Reflection on data from Periodic Assessments (Edperformance, Acuity and PSAT) and student performance to plan specific long-term and short-term instructional goals via Inquiry Teams and Teacher Teams. • Teachers and students set instructional goals and plan for achievement of individual objectives. • Implement Datacation Skedula as a uniform on-line grade book for increased communication with |

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| | <p>staff, students and parents regarding student progress and achievement of learning goals.</p> <ul style="list-style-type: none"> • Continue to offer Ramp Up curriculum in a double period class for all Grade 9 students scoring at levels 1-2. • Maintain student portfolios containing required writing samples assessed with ELA Regents rubrics and offer students multiple opportunities to take the examination. • Implement minimum writing requirements for each term of English (1-8) which are congruent with the ELA Regents examinations and the SED Performance Standards • Continue to offer intensive Regents preparation in the students' junior year. • Continue to offer Interdisciplinary Studies to Grade 10 students in conjunction with English as a means for students to learn effective standardized test-taking strategies across content areas. • Continue to offer a Regents Prep class (LBRE) in conjunction with the ESL Bridge class for cohort ELL seniors below the Transitional level. • Encourage students to attend ELA Regents tutoring offered after school and Saturday mornings. • Include Regents-type questions on all classroom examinations • Continue uniform final examination policy for grades 9, 10 and 11, using Tasks on the new single session ELA Regents as models. • Continue to collaborate with APs of Bi-lingual, Dramatic Arts and Instructional Support Services and their teachers to help develop appropriate curriculum for students taking Regents exams. Continue to encourage articulation and collaboration between English and ELL teachers for the purpose of curriculum development and implementation of specific instructional objectives. • Encourage on-going communication with Project Success House personnel and other guidance personnel with regard to student achievement and attendance. • Continue to present parent workshops at PTA meetings, to inform parents about AYP, SED performance Standards, ELA Regents requirements, Reading & Writing requirements, promotional guidelines, the Writing Process, portfolio assessment, goal-setting, helping the student at home, accessing ARIS Parent Connect and Skedula, etc. <p>FOR WHOM? All students, including</p> <ul style="list-style-type: none"> • Hispanics • Blacks • Economically disadvantaged students • LEP • Students with disabilities <p>WHEN? September 2010 to June 2011</p> <p>BY WHOM? Assistant Principal*, Literacy Coach, Inquiry Team, Teacher Teams</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</i></p> | <ul style="list-style-type: none"> • Tax levy • Special needs PCEN • Title III-Immigrant Funding • Title I |

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| <p><i>support the actions/strategies/ activities described in this action plan.</i></p> | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Revised lesson plans, curriculum and assessments aligned to instructional goals and objectives in specific ELA critical reading skills and vocabulary development each term after reflection on student performance on periodic assessments. • 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 2010-11 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, PLA, 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

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| <p>Annual Goal 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 2011.</p> |
| <p>Action Plan 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"> • Align curriculum with Performance Standards and Instructional Goals and Objectives. • Implement Balanced Literacy instructional strategies in all classes to aid in solving verbal problems. • Annualize classes in Math in Grade 9 with credit recovery opportunities. • Data reflection on periodic assessments and implementation of appropriate instructional change strategies with respect to polynomial operations, factoring, and equation solving. • Opportunities for professional development, intervisitation, differentiation of instruction, integration of technology and sharing of best instructional practices among teachers. <p>The following academic supports will facilitate the achievement of this goal:</p> <ul style="list-style-type: none"> • AIS Tutorial Opportunities <ul style="list-style-type: none"> ○ Circular 6 Tutoring daily ○ ELL Success Grant – Destination Math ○ Greatest Generation Scholarship Grant for NYSESLAT, PSAT/SAT, Regents/RCT tutoring ○ Math Department sponsored peer tutoring daily ○ National Honor Society Peer Tutoring – 2-3 times a week ○ Saturday Academy weekly ○ SIFE |

- Title I tutorials – 1-2 times per week
- Credit Bearing Opportunities
 - Extended Day – each semester
 - Saturday Academy – each semester
 - Summer School
- College Now Regents Prep – each semester
- Literacy/Math Coaches
- Increased implementation of Technology in Instruction:
 - Computer Adapted Assessments
 - Laptop/Projectors
 - Mobile Labs
 - Periodic Assessments-Acuity
 - SmartBoards
 - Teacher Resources
- Intervisitation to share best instructional practices – monthly
- Professional Development opportunities and mentoring of teachers
 - Small group activity
 - Specific strategies to improve critical reading skills and vocabulary development and expansion
 - Strategies for differentiating instruction
 - Think-Pair-Share
- Academic supports for subgroups
 - ELLs – Bilingual Math (Destination Math)
 - SIFE
 - Test modifications for ELLs who scored “Proficient” on the Spring 2010 administration of the NYSESLAT
 - ISS
 - ICT Classes
 - Resource Room
 - Self-Contained

ACTIONS/ACTIVITIES/STRATEGIES

- Monitor student progress via Datacation and ARIS – each marking period
- 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.
- Continue to offer intensive Regents preparation in the Mathematics classroom on a weekly basis.

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| | <ul style="list-style-type: none"> • Continue uniform final examination policy for grades 9, 10 and 11 using Regents as models • Encourage on-going communication with Project Success House personnel and other guidance personnel regard to student achievement. • Encourage students to attend Math Regents tutoring offered after school and Saturday mornings in December and January, and May and June. • Implement Datacation Skedula as a uniform on-line gradebook for increased communication with staff, students and parents regarding student progress and achievement of learning goals. • Include Regents-type questions on all examinations • Reflect on data and student performance to plan instructional objectives via Inquiry Team • Reflect on data from Periodic Assessments (ACUITY and PSAT) and student performance, to plan specific long-term and short-term instructional goals via Inquiry Teams and Teacher Teams each marking period. • Set instructional goals and plan for achievement of individual objectives. • Modify curriculum at the end of each semester <p>FOR WHOM? All students, including</p> <ul style="list-style-type: none"> • Hispanics • Blacks • Economically Disadvantaged students • LEP • Students with Disabilities <p>WHEN? September 2010 to June 2011</p> <p>BY WHOM? Assistant Principal, Math Coach, Inquiry Team, Teachers, Teacher Teams</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Tax Levy • Special needs PCEN • Title III-Immigrant Funding • Title I Funding |

Indicators of Interim Progress and/or Accomplishment

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

- Lesson plans are revised each marking period (six times annually) after an evaluation of scholarship. Curriculum content and order are revised each semester (twice annually) as needed.
- 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 and 10. The number of students showing improvement in specific mathematic 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 Integrated Algebra Regents examinations with a grade of 65 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 2010-11 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

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To increase by 4% Fort Hamilton High School’s 4-year graduation rate by June / August 2011, maintaining Fort Hamilton High School’s graduation status of “good standing” and incrementally approaching the set State standard of 66% and approaching the definitive State standard of 80%.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Starting September 2010 through June 2011, all teachers will participate in content area professional development:</p> <ul style="list-style-type: none"> • Continue to align curriculum with Common Core Standards and Instructional Goals • Continue data reflection using ARIS and Data.cation / Skedula • Continue intervisitation – sharing of best practices • Continue teacher teams • Continue implementation of technology as an interactive learning tool. <p>ACTIONS/ACTIVITIES/STRATEGIES</p> <ul style="list-style-type: none"> • Identify the academic needs of those students designated promotion-in-doubt by January 2011 on ATS • Use marking period data throughout academic year 2010 / 2011, as reported on Data.cation / Skedula and ARIS, assisting counselors in identifying those students in need of credit recovery opportunities as well as Academic Intervention Services. • Inform and collaborate with parents, strategizing an academic intervention plan that will support the student in making academic progress. • Conduct early attendance outreach, utilizing teacher referrals and Project Success attendance intervention, supporting students in maintaining 90% attendance. |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Steady increase in scholarship and attendance by 4%, realizing an improvement in cohort graduation rate by June/August 2011.</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 2010-11 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

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| <p>Annual Goal <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 2011.</p> |
| <p>Action Plan <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"> ▪ Principal ▪ AP PPS ▪ AP Organization ▪ Project Success Coordinator* ▪ Teachers ▪ Guidance Counselors |

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| | <ul style="list-style-type: none"> ▪ Attendance Teacher ▪ Assigned Family Assistants ▪ Case Conferencing Teams |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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 3rd</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <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 5% decrease in cutting and corresponding 2% increase in scholarship by June 2011.</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

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 | 300 | 800 | 507 | 112 | 276 | 1 | 39 | 4 |
| 10 | 100 | 760 | 413 | 104 | 213 | 0 | 33 | 8 |
| 11 | 100 | 321 | 55 | 88 | 68 | 2 | 18 | 4 |
| 12 | 160 | 200 | 23 | 99 | 88 | 0 | 10 | 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

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| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each 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> |
| <p>ELA:</p> | <p>Students scoring at levels 1-2 on 8th grade ELA are placed in double period Ramp-Up classes in grade 9 for a full year. ELA tutoring in reading and writing is available daily in the Library Media Center during lunch periods and small group tutoring for the ELA Regents is available before and after the school day two months prior to the Regents exam, and students who fail the ELA Regents in June of Grade 11 are placed in E7R for intensive Regents preparation in addition to E7 for one term in senior year. ESL students who are cohort Juniors and have not yet passed the ELA Regents will be given an additional class for one term (EBRE) to prepare for the exam.</p> |
| <p>Mathematics:</p> | <p>The following Instructional Opportunities are available: After-School Regents tutorials in December-January and May-June for all Mathematics Regents, Circular 6 tutoring by mathematics teachers meets daily during lunch periods; Mathematics Department sponsored Peer tutoring, National Honor Society Peer tutoring which meets 2-3 times weekly; Saturday Academy tutorials, and SES Title I individualized tutoring in school or at home twice weekly.</p> |
| <p>Science:</p> | <p>Students receiving AIS for Science attend the following services:</p> <ul style="list-style-type: none"> . Circular 6 Tutoring Sessions during all periods of the day beginning in September and ending in June – Students are provided with tutoring in Living Environment, Earth Science, Chemistry, and Physics during teacher’s prep periods. The library and designated classrooms throughout the building are used to provide these services. . SES Tutoring during periods 9, 10 and after school until 4:45 P.M. beginning in September and ending in June – Title I funding is provided for students with poor economic standing to assist them with free tutorials. . After-School Regents/RCT Review during December and January and then during May and June from 3:45 P.M. to 4:45 P.M. Monday through Thursday – Teachers in each subject are assigned per-session activities to tutor the Regents/RCT for students registered to take their exam. Teachers will provide students with notes in their respective subject matter as well as teaching them skills in test taking. . Saturday School Tutoring offered from September to June three to four times a month from 8 A.M. to 12 P.M. – Teachers in each discipline of science provide tutorial services in Chemistry, Earth Science, Living Environment, and Physics. These services consist of two sessions at 2 hours each and have several NHS students assisting in tutoring their peers. Saturday School also provides laboratory make-up sessions for students deficient in the amount of lab work needed to be eligible for their respective Science Regents. These lab make-up sessions |

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| | consist of four one-hour segments, enabling students to complete up to four hours of lab work. |
| Social Studies: | <p>Students receiving AIS for Social Studies attend the following services:</p> <ul style="list-style-type: none"> . Circular 6 Tutoring Sessions – Students are provided with 40 minute tutoring sessions in Global History and U.S. History during teacher’s prep periods on a daily basis for the entire year. The library and designated classrooms throughout the building are used to provide these services. . SES Tutoring – Title I funding is provided for students with poor economic standing to assist them with free one hour tutorials during and after school three days a week for the entire year. . After-School Regents/RCT Review – Teachers in each subject are assigned per-session activities to tutor the Regents/RCT for students registered to take their exam for one hour 3 days a week for one month prior to the Regents Examination. Teachers will provide students with notes in their respective subject matter as well as teaching them skills in test taking. . Saturday School Tutoring – Teachers in each discipline provide tutorial services in Global History and U.S. History every Saturday for the entire year. These services consist of two sessions at 2 hours each and have several NHS students assisting in tutoring their peers. |
| At-risk Services Provided by the Guidance Counselor: | <p>Starting in October 2010 and in March 2011, students engage in 8-10 lessons of “Overcoming Obstacles” curriculum on social skills training.</p> <p>Throughout the 2010 / 2011 academic year, on an at-need basis, students participate in individual counseling and group counseling for 10 sessions.</p> <p>In addition, during the Fall 2010 and the Spring 2011 terms, counselors conduct Programming and Progress Interviews, reviewing academic status and planning / projecting programs based on state and city academic requirements, assisting students in graduating with his/her cohort and being productive individuals during and beyond the high school period.</p> <p>Starting the junior year, college advisement is provided each term through classroom presentations, individual advisement is provided to all juniors at least 1-2 times, assisting students with financial aid and the college application process.</p> |
| At-risk Services Provided by the School Psychologist: | <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, at least one or two sessions per week based on need and specifically indicated on the IEP, 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 re-evaluation recommendations and parental requests for re-evaluations.</p> |
| At-risk Services Provided by the Social Worker: | <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 for at least one or two sessions per week based on need, as 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</p> |

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| | 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. |
| At-risk Health-related Services: | Starting September 2010 and ending June 2011, students are assigned health-related support annually, via the medical 504 process, or as stated on the students' IEPs; and where appropriate, academic support in the classroom setting. Health paraprofessionals travel with assigned students and safeguard students' welfare throughout the entire school day. Additionally, during the 2010 / 2011 academic school year, nurse services are provided to students, [as identified through the completion of the Medication Administration Form (MAF) by parents and doctors], assisting at-risk health students with regard to daily administration of daily medicine. |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

The Title III plan will be implemented again for 2010 2011. We have updated the budget narrative.

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.

Review of the School Statistical Report (RSAC) indicates that there are 4386 (as of 10/22/10) students on register for the Fall 2010 semester including 886 English Language Learners (ELL), who are identified by LEP indicator value of Y, including 124 Entitled Instructional Support Students, who are receiving special education services mandated by their IEP. The total number of English Language Learners as Share of Total Student Population is 20.20%. On 10/05/10 the total number of students was 4426 including 905 English Language Learners (ELL) and 123 Entitled Support Students. We are multi-culturally diverse, with students from 64 different countries; and are referred to as a "mini-United Nations." Our total student population as recorded in the NCLB Disaggregation Groups (RDGS) and Official Class Ethnic Census Report for 490 (RSEC) is 4386 (4426 as of 10/05/10) including .15% American Indian/Alaska Native, 29.54 % Asian, 30.02% Hispanic, 4.99 % Black, 34.04 Caucasian, 1.07 % Code not entered and .15% Multi-Racial. There was no change in the Hispanic and Black percentile from 10/05/10 to 10/22/10.

Some English Language Learners are illiterate in their own language. There are 51 Long Term LTE (continue to be identified as ELL after 6 years of service) on register, 587 Newcomers, 148 students at years 4-6 of Bilingual/ ESL services and 69 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 300 students in grades 9th thru 12th 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, 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 Arabic, Chinese, English, 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 was held on Monday, September 13, 2010.

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.

Funding made available via Title III will assist in the purchase of five computer laptops. These laptops will enable us to sustain instructional activities for students and parents who employ the Achieve3000 Differentiated Reading and Destination Math Web-based Programs (in Chinese, English, and Spanish) and receive computer based instruction during tutorial sessions. These programs require the use of computers which must be maintained on a regular basis. The five computers will allow for continuity of student engagement thereby helping students and parents increase language proficiency and help accelerate students' academic learning in content areas.

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.

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. Teachers will receive training in the use of the DATACATION/SKEDULA tool in order to collect and analyze data which will guide instruction provided on Saturdays as well as during the week. This tool will enable teachers to look at data through a "common lens" and to monitor student progress and share that progress or lack of with students, other teachers and parents. This is in alignment with the recommendations of the 2009-2010. Teachers will receive training in the use of the SMART Board and integration of Task Rotations. 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. This year we are also providing training for the Vantage My Access writing program, and Learning A-Z web-based 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 and Task Rotation 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

| Allocation: | | |
|--|------------------------|--|
| Budget Category | Budgeted Amount | Explanation of Proposed Expenditure |
| Professional staff, per session, per diem (Note: schools must account for fringe benefits) | \$ 140, 235.52 | Professional salaries for supervisor, teachers, guidance counselor, and lab specialist |
| Supplies and materials | 5, 533.67 | Computers for parent program and instructional supplies |
| Travel | | N/A |
| Other | \$ 2, 079.00 | Nutritional Supplements for parents students |
| TOTAL | \$ 147, 848.19 | |

Title III Immigrant Program

District 20 did not receive Immigrant Funds

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

| Category | Proposed Expenditure |
|--------------------------------|-----------------------------|
| Code 15 Professional Salaries | \$ 140, 235. 52 |
| Code 40 Purchased Services | |
| Code 45 Supplies and Materials | |
| OTHER | \$ 5, 533.67 |
| | \$ 2, 079.00 |

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title) | |
|--|--|---------------------|
| Code 15 Professional Salaries | 18 Teachers x 4 hours x 28 weeks @ \$49.89 (1 teacher = \$5,587.68) (\$ 41.98 w/out fringes) (2240 hours of per session for ESL and General Ed teacher to support ELL Students) | \$100,578.24 |
| SAT Academy | 1 Guidance Counselor x 4hours x 28 weeks @ \$ 53.63 (\$ 45.13 w/out fringes) | \$ 6,006.56 |
| | 1 Supervisor x 4hours x 28 weeks @ \$52.21 (\$ 43.43 w/out fringes) | \$ 5,847.52 |
| | 1 Lab Specialist x 4hours x 28 weeks @ \$ 46.36 (\$ 39.01/out fringes) | \$ 5,192.32 |
| Code 16 Support Staff Salaries | | |
| Code 40 Purchased Services | | |
| Code 45 Supplies and Materials | | |

| <i>CODE/ BUDGET CATEGORY</i> | <i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i> |
|------------------------------------|---|
| <i>Instructional Software</i> | |
| <i>Code 46 Travel Expenses</i> | |

School District District 20/CFN405
BEDS Code 337800010490

For: Title III – Instruction

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

| <i>CODE/ BUDGET CATEGORY</i> | <i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i> |
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| <i>Code 46 Travel Expenses</i> | |

School District District 20/CFN405
BEDS Code 337800010490

For: Title III – Prof Development

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

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> | |
|--|--|---------------------|
| Code 15 <i>ESL Parent Instructional Program/Informational Workshops</i> Professional Salaries | 1 Teacher x 4 hours x 28 weeks @ 49.89 (\$ 41.98 w/out fringes) | \$ 5,587.68 |
| Code 16 Support Staff Salaries | 5 Lap-top computers Item # 708900248 DELL-Latitude-E6400 @ \$859.30 ea. | \$ 4, 297.00 |
| Code 40 Purchased Services | | |
| Code 45 Supplies and Materials | Nutritional Supplement for parents of ELL/students participating in the parent program and tutorials @ \$ 74.25 x 28 sessions | \$ 2, 079.00 |

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

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.

Despite our efforts in making parental outreach, 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

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 2010-2011 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 2010 and Spring 2011 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 13, 2010 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

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| <p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. | <ul style="list-style-type: none"> ➤ Complete and submit application for supplemental translation and interpretation services. ➤ Offer parental outreach as Circular 6 assignments (phone calls, correspondence) to bilingual staff. ➤ Collect and submit school documents for translation to the Translation and Interpretation Services Unit. ➤ Translate memos, newsletters, flyers, parent/student contracts, disciplinary letters, etc. ➤ Hold parent orientation meeting in target languages. ➤ Hold information parental workshops to disseminate new information whenever needed. ➤ Provide interpreters for parents. ➤ Update students’ personal information |
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| <p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration | <ul style="list-style-type: none"> ➤ September 2010 to June 2011 |
| <p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) | <ul style="list-style-type: none"> ➤ Assistant Principal ➤ Teachers ➤ Paraprofessionals ➤ Family Assistants ➤ Translation and Interpretation Services Unit |
| <p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) | <ul style="list-style-type: none"> ➤ Title III ➤ PCEN/LEP ➤ Office of English Language Learners AIS Grants-pending funding |
| <p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) | <ul style="list-style-type: none"> ➤ By June 2011, parents will receive appropriate and timely written and oral communication in their home languages. ➤ Better informed parents ➤ Increased Parental Outreach ➤ Improved parent-school accountability ➤ Improved parental access to information regarding children’s educational options ➤ 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) |

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 2009-2010 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 (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, Periodic Assessments for ELLs, was reviewed to determine the percentage of teacher participation. Professional Development and Teacher Team 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 2010 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, New Teacher Workshops, and sharing Best Practices via Teacher Team meetings. In addition, teachers participate in professional development (ARIS, DATACATION/SKEDULA), 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 2010-2011 school year.

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 E1 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 2010-2011 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 Basic | Title I ARRA | Total |
|---|---------------|--------------|-------------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | | \$2,660,001 | \$2,660,001 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | | \$ 26,600 | \$ 26,600 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 72%

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I – GENERAL EXPECTATIONS

NOTE: 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]

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 INVOLEMENT 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 in parents in various ways. These will include the monthly SLT + CEP review meetings, PTA meetings, the Principal's cabinet meeting, department, faculty meetings, the UFT and student organization 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 a designated PTA meeting, the Assistant Principal Administration Organization 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 parent, 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, School 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 academic content standards;
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A
 - how to monitor their child's progress and
 - how to work with educators.
- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as 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 district and parents, educate its teachers, pupil services personnel, 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 INVOLEMENT 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 teachers, principals, and other education 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;
- in order to maximize parental involvement and participation in their children's education, 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 has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs.

This policy was adopted by Fort Hamilton High School on June 7, 2010 and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children in September of 2010.

Jo Ann Chester
(Signature of Principal)

February 4, 2011
(Date)

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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 2010-2011.

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.

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:**
- **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 including Regents, RCTs, PSAT, SAT and NYSESLAT;
- 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 |
|---------------------------------|-------------------------|------------------|
| Jo Ann Chester, Principal | <i>Jo Ann Chester</i> | February 4, 2011 |
| Christine Madias, PTA President | <i>Christine Madias</i> | February 4, 2011 |

(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

Section I: Schoolwide Program (SWP) Required Components

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:

- 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.

3. Instruction by highly qualified staff.

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.

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

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

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.

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.

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.

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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e., Federal, State, or Local) | Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts) | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|---|--|----|-----|--|--|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | | | N/A | | | |
| Title I, Part A (ARRA) | Federal | | ✓ | | \$2,660,001. | | |
| Title II, Part A | Federal | | | N/A | | | |
| Title III, Part A | Federal | | | N/A | | | |
| Title IV | Federal | | | N/A | | | |
| IDEA | Federal | | | N/A | | | |
| Tax Levy | Local | | | N/A | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.
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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: SRAP-YEAR 7 **SURR³ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

LEP students failed to make AYP in ELA according to School Demographics and Accountability Snapshot for school year 2008-2009.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Continue Ramp-Up curriculum in a double period program for all incoming 9th graders scoring at levels 1-2, including all students in ICT 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. 10th Grade students take Interdisciplinary Studies in addition to English to prepare for all standardized assessments. Students who fail the Regents take E7R in addition to English 7 in the Fall term of 12th grade and are offered tutorials during the school day (Circular 6, NHS Peer tutoring, SIFE) and after school Regents tutoring and Saturday Academy. Cohort 2011 ESL students who are below Transitional level take an additional LBRE—Regents prep class in addition to double period ESL Pre transition in order to prepare for the ELA Regents in January 2011.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

SURR Group/Phase:

Year of Identification:

Deadline Year:

29 teachers receive intensive professional development via pre-observations, post-observations, intervisitations, Literacy Conferences, Inquiry team conferences, and dedicated professional development days facilitated by the Principal and Assistant Principals, Supervision. ESL, ISS, and ELA teachers work together on teacher teams to reflect on data and plan

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.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|--|--|
| <p>to the extent practicable, in a language that the parents can understand.</p> <p>Parents are apprised of the instructional program via PTA meetings, Information Night, Welcome Night, Parent Teacher Conferences and our school webpage. Letters and contracts are sent home to parents of all literacy students and students in their Regents year advising them of tutorial opportunities and raising awareness of the importance of exams. Parents are also informed of student strengths and weaknesses via ARIS database including student performance on periodic assessments. Information concerning the ARIS database is given to parents in several languages.</p> | | |

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

All SURR schools must complete this appendix.

APPENDIX 7: 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>

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.)

4 (Four).

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 STH; 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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|---------------------------|-------------|--------|---------------|--|--------------|
| School Name: | Fort Hamilton High School | | | | | |
| District: | 20 | DBN: | 20K490 | School | | 332000011490 |

DEMOGRAPHICS

| | | | | | | | | | |
|----------------|-------|--|---|--|----|---|----------|---|--|
| Grades Served: | Pre-K | | 3 | | 7 | | 11 | v | |
| | K | | 4 | | 8 | | 12 | v | |
| | 1 | | 5 | | 9 | v | Ungraded | v | |
| | 2 | | 6 | | 10 | v | | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|-------------|-------------|-------------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 89.6 | 88.8 | 90.7 |
| Kindergarten | 0 | 0 | 0 | | | | |
| Grade 1 | 0 | 0 | 0 | | | | |
| Grade 2 | 0 | 0 | 0 | | | | |
| Grade 3 | 0 | 0 | 0 | | | | |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 0 | 0 | 0 | | | | |
| Grade 6 | 0 | 0 | 0 | | | | |
| Grade 7 | 0 | 0 | 0 | | | | |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 1394 | 1410 | 1304 | | | | |
| Grade 10 | 1598 | 1542 | 1569 | | | | |
| Grade 11 | 579 | 713 | 738 | | | | |
| Grade 12 | 639 | 602 | 735 | | | | |
| Ungraded | 0 | 3 | 9 | | | | |
| Total | 4210 | 4270 | 4355 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 94.7 | 94.3 | 93.4 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| | 19.4 | 55.2 | 48.5 |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 10 | 82 | 196 |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 222 | 245 | 201 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 256 | 254 | 288 | Principal Suspensions | 151 | 150 | 135 |
| # in Collaborative Team Teaching (CTT) Classes | 82 | 124 | 148 | Superintendent Suspensions | 34 | 15 | 28 |
| Number all others | 118 | 107 | 122 | | | | |

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | N/A | 465 | 384 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 517 | 580 | TBD | Number of Teachers | 208 | 211 | 205 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 73 | 72 | 49 |
| # receiving ESL services only | 312 | 268 | TBD | Number of Educational Paraprofessionals | 10 | 13 | 42 |
| # ELLs with IEPs | 51 | 111 | TBD | | | | |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 398 | 288 | 777 | % fully licensed & permanently assigned to this school | 98.6 | 98.6 | 98.1 |
| | | | | % more than 2 years teaching in this school | 82.7 | 83.4 | 89.8 |
| | | | | % more than 5 years teaching anywhere | 67.3 | 68.7 | 80.5 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 86.0 | 87.0 | 92.7 |
| American Indian or Alaska Native | 0.1 | 0.2 | 0.2 | % core classes taught by "highly qualified" teachers | 92.8 | 88.6 | 90.4 |
| Black or African American | 5.1 | 5.1 | 5.0 | | | | |
| Hispanic or Latino | 33.9 | 31.9 | 30.4 | | | | |
| Asian or Native Hawaiian/Other Pacific | 27.4 | 28.1 | 29.6 | | | | |
| White | 33.4 | 33.7 | 34.4 | | | | |
| Male | 54.4 | 54.1 | 54.7 | | | | |
| Female | 45.6 | 45.9 | 45.3 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | | | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | | Category | | |
|-------------------------------|---------|-------------|---------------|----------|---------|---------------|
| | In Good | Improvement | Restructuring | Basic | Focused | Comprehensive |
| Improvement Year 1 | | | | | | |
| Improvement Year 2 | | | | | | |
| Corrective Action (CA) – Year | | | | | | |
| Corrective Action (CA) – Year | | | | | | |
| Restructuring Year 1 | | | | | | |
| Restructuring Year 2 | | | | | | |
| Restructuring Advanced | | | | | v | |

Individual Subject/Area AYP Outcomes:

| Elementary/Middle Level | | Secondary Level | |
|-------------------------|--|------------------|---|
| ELA: | | ELA: | X |
| Math: | | Math: | X |
| Science: | | Graduation Rate: | v |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|---------------------|-------------------------|------|---------|-----------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | | | | v | v | v | 66 |
| Ethnicity | | | | | | | |

| | | | | | | |
|---|--|--|--|-----|-----|---|
| American Indian or Alaska Native | | | | | | - |
| Black or African American | | | | v | v | |
| Hispanic or Latino | | | | vsh | vsh | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | v | v | |
| White | | | | v | v | |
| Multiracial | | | | | | |
| Students with Disabilities | | | | vsh | vsh | |
| Limited English Proficient | | | | X | X | |
| Economically Disadvantaged | | | | v | v | |
| Student groups making | | | | 7 | 7 | 1 |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|--|------|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | NR |
| Overall Score: | 69.5 | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: | 11 | Quality Statement 2: Plan and Set Goals | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| School Performance: | 13.2 | Quality Statement 4: Align Capacity Building to Goals | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | |
| Student Progress: | 36.3 | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | |
| Additional Credit: | 9 | | | | | |

| | | | | | | |
|--|--|---|--|--|--|--|
| KEY: AYP STATUS | | KEY: QUALITY REVIEW SCORE | | | | |
| v = Made AYP | | U = Underdeveloped | | | | |
| vSH = Made AYP Using Safe Harbor Target | | UPF = Underdeveloped with Proficient Features | | | | |
| X = Did Not Make AYP | | P = Proficient | | | | |
| – = Insufficient Number of Students to Determine AYP | | WD = Well Developed | | | | |
| | | NR = Not Reviewed | | | | |

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|---|---------------------------------------|
| Network Cluster 4 | District 20 | School Number 490 | School Name Fort Hamilton H.S. |
| Principal Jo Ann Chester | | Assistant Principal Dorish Muñoz Fuentes | |
| Coach Nikki Maratos-ELA | | Coach Amy Bossack-Math | |
| Teacher/Subject Area Barbara Codd-ESL | | Guidance Counselor Miriam Colon de Pagan | |
| Teacher/Subject Area Lies Castillo-Spanish NLA | | Parent Sandy Vallas | |
| Teacher/Subject Area Dacong Zhang-Bilingual | | Parent Coordinator Fran DePrima | |
| Related Service Provider Ana Fastag-Calvajal | | Other Jill Pitarresi-ESL | |
| Network Leader Karen Ditolla | | Other Paisley Rew-LABR-Coordinator | |

B. Teacher Qualifications

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

| | | | | | |
|---|-----------|--|-----------|--|-----------|
| Number of Certified ESL Teachers | 14 | Number of Certified Bilingual Teachers | 16 | Number of Certified NLA/Foreign Language Teachers | 16 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total Number of Students in School | 4386 | Total Number of ELLs | 886 | ELLs as Share of Total Student Population (%) | 20.20% |
|------------------------------------|-------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The Language Allocation Policy Team at Fort Hamilton High School, in Bay Ridge, Brooklyn is responsible for creating and writing a school-based Language Allocation Policy (LAP) that is a "living document" which guides the planning of quality programs for English Language Learners. Fort Hamilton High School is a comprehensive, urban high school in a suburban setting.

The names of the all the staff members who compose our team are reflected in the Language Allocation Team Composition chart. 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 assessment and performance gains, we make revisions to our plan. The LAP is then shared with the school community at Faculty meetings and/or Professional Development Days. This ensures that all staff members will be able to understand and clearly articulate regarding the instructional programs which are available to all English Language Learners enrolled at Fort Hamilton High School.

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. We also have two English teachers who have a Master's Degree in TESOL. We have three Bilingual Guidance Counselors: Myriam Colon De Pagan (Spanish), Cindy Isshiki (Chinese), and Dennis Lee (Chinese).

Review of the School Statistical Report (RSAC) indicates that there are 4386 (as of 10/22/10) students on register for the Fall 2010 semester including 886 English Language Learners (ELL), who are identified by LEP indicator value of Y, including 124 Entitled Instructional Support Students, who are receiving special education services mandated by their IEP. The total number of English Language Learners as Share of Total Student Population is 20.20%. On 10/05/10 the total number of students was 4426 including 905 English Language Learners (ELL) and 123 Entitled Support Students. We are multi-culturally diverse, with students from 64 different countries; and are referred to as a "mini-United Nations." Our total student population as recorded in the NCLB Disaggregation Groups (RDGS) and Official Class Ethnic Census Report for 490 (RSEC) is 4386 (4426 as of 10/05/10) including .15% American Indian/Alaska Native, 29.54 % Asian, 30.02% Hispanic, 4.99 % Black, 34.04 Caucasian, 1.07 % Code not entered and .15% Multi-Racial. There was no change in the Hispanic and Black percentile from 10/05/10 to 10/22/10.

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 (HLIS) form. The registration process begins with the distribution and completion of the Home Language Identification Survey (HLIS) and Student In-House Educational /Language Survey in the target language, by parents or guardians. The surveys are reviewed by the LAB/BESIS coordinator to ensure that they are completed correctly. The Student In-House Educational/Language Survey enables us to determine if a student has attended a NYC school previously and whether or not there is a prior exam history. These surveys enable us to determine which students are eligible for the LAB-R or not entitled for services. Students are informally interviewed in English (informal oral interview) by the LAB/NYSESLAT/BESIS coordinator (Paisley Rew) and in their native language by staff members who are native speakers. Students are then administered the Language Assessment Battery-Revised (Lab-R), the formal initial assessment. Native speakers of Spanish are also administered Spanish Lab by certified speakers of Spanish. This assessment is only administered once, at the initial registration session. The LAB-R answer documents are hand scored in order to place the student in the parent's choice of ELL program within the ten days, if the student is an ELL. In 2009-2010, we found that there was a gap from the time parents and students began the registration process at the placement center and the time they reported to our school. Parents have reported that they or their children had been ill and could not report to the school. Other times, registration was held-up due to incomplete medical immunization records. This resulted in students not being administered the initial placement test within the required ten-day initial assessment period as per CR Part 154. The reason for this gap was documented for each individual case. This 2010-2011 school year, we have been very successful in administering the initial assessment for all over-the-counter registrants within 10 school days of initial enrollment as per CR Part 154. The new ATS Report which is distributed weekly, on Mondays, has facilitated this phase of the ELL Identification process. Parental outreach has also been made in order to ensure that parents are aware that students must complete this assessment in a timely fashion.

During the registration process, 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. We will continue this school year, if the Home Language Identification Survey reveals that students have had a gap in their instruction, to administer 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; 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 9th grade-incoming ELLs including native speakers of Arabic and Spanish to take placement tests in ESL, NLA, Math and Science. Many native speakers of Arabic and Spanish who receive ESL instruction at the intermediate level will be programmed for Arabic and Spanish Native Arts as well as Math and Science Bilingual classes 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 tests facilitate 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 Paisley Rew, 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 2010 NYSESLAT. These figures reflect the number of students registered at our school in May, 2010.

| Grade | Scheduled General Ed. | Present for one or more sections | % Taking | Scheduled ISS Students | Present | % Taking |
|-------|-----------------------|----------------------------------|----------|------------------------|---------|----------|
| 9 | 285 | 233 | 82 | 43 | 36 | 84 |
| 10 | 343 | 296 | 86 | 42 | 38 | 90 |
| 11 | 120 | 105 | 88 | 3 | 2 | 67 |
| 12 | 111 | 97 | 87 | 10 | 10 | 100 |
| Total | 918 | 731 | 80 | 98 | 86 | 88 |

On May 22-May 27, 2010, 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 18% of ninth-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 their 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. At Fort Hamilton High School, we honor parental choice.

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 also provided with information regarding the Dual Language program. 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. We ensure that parents are well informed regarding all programs in order for them to be able to make an educated choice for their children.

Review of the Parent Survey & Program Selection form for the past two 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 two years were 514/287 in 2008-2009, 593/223 in 2009-2010 respectively.

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.

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. Every attempt is made to advertise the teaching positions and qualifications.

The number of annualized classes/periods for each Self-Contained ESL and Transitional Bilingual program models offered at FHHS for the Fall 2010 term is listed in the chart below. These classes are scheduled according to level of language proficiency, not grade level. For this reason, the information was not reported on the Part III ELL Demographicx-A. ELL Program template. 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 9th grade, students in World History 3 are in the 10th and US History 5 are in the 11th grade.

| | | |
|-----------------------------------|--|-----------|
| ESL NEO/NEW Newcomers | (3 pds/day) | 3 classes |
| ESL LBI Beginner | (2 pds/day) | 6 classes |
| ESL LB1L Beginner (LAB) | (1 pd/day) | 6classes |
| ESL LI1/LI1L Intermediate | (2pds/day) | 6 classes |
| ESL LPT Pre-Transitional | (2 pds/day) | 7 classes |
| ESL LBRE- Regents Preparation | (1 pd/day) | 2 classes |
| ESL TRANS 2 LT2 | (2pds/day) | 2 classes |
| ESL TRANS LT4-ESL Regents Prep | (2 pds/day) | 2 classes |
| ESL PUBLIC SPEAKING 1 | (1pd/day) -in conjunction with ENGLISH (E76) | 2 classes |
| ESL ISS Pre-Transitional | (2pds/day) | 1 class |
| ESL ISS Transitional | (2pds/day) | 1 class |
| ESL Earth Science 1 | (1pd/wk) | 8 classes |
| ESL Living Environment (1 pd/day) | (1 pd/day) | 5 classes |
| ESL Global History 1/2 | (1 pd/day) | 2 classes |
| ESL Global History 3/4 | (1 pd/day) | 3 classes |
| ESL US History 1/2 | (1pd/day) | 3 classes |
| ESL Participation in Government | (1pd/day) | 3 classes |
| ESL INT ALG TERM 1 OF 2 (1pd/day) | | 3 classes |
| NLA Level 1/2 (1 pd/day) | Arabic (1) Chinese (3) Spanish (1) | |
| NLA Level 3/4 (1 pd/day) | Arabic (1) Chinese (4) Spanish (2) | |

NLA Levels 5/6 (1 pd/day) Arabic (1) Chinese (5) Spanish (2)
 NLA Level 7/8 (1 pd/day)
 Advanced Placement Language (1pd/day) Chinese (2) 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)
 Global History 3/4 (1pd/day) Arabic (1) Chinese (3) Spanish (1)
 US History 1/2 (1 pd/day) Chinese (3)
 Participation in Government (1pd/day) Chinese (3)
 Living Environment (1 period/day) Chinese (5) Spanish (1)
 INT ALG TERM 1 of 2 (1 period/day) Chinese (2)
 INT ALG TERM 3 of 3 (1 period/day) Chinese (3)

The number of English Language Learners in each language group is reported in the Home Language Report 490 (RHLLA). This report does not separate the number of ELLs by grade in each language group in Transitional Bilingual Education from Freestanding English as a Second Language. For this reason, we have listed the total number 762 (as of 10/22/10) in the Freestanding English as a Second Language chart since all English Language Learners are mandated to take ESL classes. This total number has changed from 804 since 9/13/10. This constant change in total number of students enrolled is due to the on-going enrollment of over-the-counter registration and daily discharge of students. 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, thirteen entitled students were transferred to a "No Show List" as of October 4, 2010. These students were absent the entire month of September. There were 100 over-the-counter eligible students for the FALL 2010 semester who took the LAB-R between 9/13/10 to 10/15/10. 80 of the students who took the LAB-R were entitled to Bilingual/ESL services and 20 tested were not entitled for services. Answer documents have been submitted for an official score. We are in the second initial assessment cycle. Answer documents will be submitted in November. 2010.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
 Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |

| | | | | | | | | | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Dual Language (50%/50%) | | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|-----|
| All ELLs | 909 | Newcomers (ELLs receiving service 0-3 years) | 587 | Special Education | 123 |
| SIFE | 69 | ELLs receiving service 4-6 years | 148 | Long-Term (completed 6 years) | 51 |

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 | | | | | | | | | Total |
|----------------------|-------------------|-----------|-------------------|------------------|-----------|-------------------|------------------------------------|----------|-------------------|------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 493 | 32 | 0 | 97 | 16 | 0 | 22 | 3 | 0 | 612 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 99 | 8 | 11 | 97 | 7 | 45 | 96 | 3 | 67 | 292 |
| Total | 592 | 40 | 11 | 194 | 23 | 45 | 118 | 6 | 67 | 904 |

Number of ELLs in a TBE program who are in alternate placement: 14

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

| |
|---|
| Dual Language (ELLs/EPs) K-8 |
|---|

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|---|---|---|---|---|---|---|---|---|-----|-----|----|----|-------|
| Spanish | | | | | | | | | | 39 | 63 | 18 | 14 | 134 |
| Chinese | | | | | | | | | | 136 | 206 | 65 | 59 | 466 |
| Russian | | | | | | | | | | 1 | 7 | 0 | | 8 |
| Bengali | | | | | | | | | | | 6 | | | 6 |
| Urdu | | | | | | | | | | 6 | 3 | | 2 | 11 |
| Arabic | | | | | | | | | | 34 | 47 | 8 | 19 | 108 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | 1 | 2 | | 3 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | 1 | 1 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|-----------|-----------|------------|
| Albanian | | | | | | | | | | 3 | 2 | | 0 | 5 |
| Other | 0 | | 0 | | | | | | | 11 | 7 | 1 | 1 | 20 |
| TOTAL | 0 | 230 | 342 | 94 | 96 | 762 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

Fort Hamilton High School has 886 English Language Learners (762 entitled General Ed and 124 entitled Special Ed) as of 10/22/10 speaking 23 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. Students also receive Arabic support when participating in Destination Math activities.

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 focuses on 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.

The following programs (without student information) reflect the program models offered at our school:

| | | | | | | | | | |
|--|-------------------------------|-----------------------------|----------------------------|---------------------------------|--------------------------------|---------------------------|----------------------------------|----------------------------------|-----------------------------------|
| 9 th Grade-ESL- Beginner: 1 N15 | 2 ME2IL/1 131 Kuizon | 3 SL16/4 301 Perez | 4 H16/2 831 Human | 5 FS1/20 863 Lubischer | 6 PFGF/1 BGYM Benigno | 7 ZLUN/4 CAFÉ | 8 LINEW/2 850 Rodriguez | 9 LINEO/2 850 Rodriguez | 10 LINEO/2 850 Rodriguez |
| 10 th Grade-ESL -Intermediate N21 | | H36/1 833 Morales | ZLUN CAFÉ RF | PEHP/2 PROA Benigno | SE16/3 329 Rddad | AUQ/4 B31 Vigliotti | ME42/7 133 Bondarenko | LI1/4 862 Ostrower | LI1/4 862 Ostrower |
| 12 th Grade-ESL Advanced N43 | MR31/2 135 Krasnoff | ZLBR/1 CAFÉ Forte | H76/2 830 Zhang | AUA/2 B36 Carbone | PFGF/1 BGYM Benigno | LT4/2 858 Pitarresi | LT4/2 858 Pitarresi | | |
| 9 th Grade-BIL- Beginner NIW | PPEF/1 GGYM Shaatal | LB1L/1 201 Kaluch | LB1/1 201 Kalouch | LB1L/1 201 Kalouch | ME21/14 335 Pastore | FS3N 860 Castillo | H36/3 833 Morales | ZLUN/5 CAFÉ RF | SE16/8 326 Kolkas |

| | | | | | | | | |
|-----------------------------|-------|------------|--------|---------|--------|---------|----------|----------|
| 10 th Grade- Bil | H3A/1 | ME41/3 | SL16/5 | FA3N | ZLUN/4 | PTPB/11 | LI1/4 | LI1/4 |
| Intermediate | 840 | 133 | 301 | 105 | CAFÉ | PROB | 862 | 862 |
| N24 | Kehdi | Cagliostro | Perez | Suliman | RF | Shaatal | Ostrower | Ostrower |

| | | | | | | | | |
|-----------------------------|-------|---------|---------|------|------|------|--------|--------|
| 11 th Grade- Bil | H5C/1 | PTPG/1 | SM1MB/1 | ZLUN | LPT | LPT | FC5N/3 | MG32/3 |
| Advanced | 346 | 258 | 308 | CAFÉ | 862 | 862 | 850 | 334 |
| N34 | Liang | Carroll | Cutrone | RF | Gold | Gold | Zhen | Zak |

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 Advanced Literacy 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 NYSELAT are programmed for a mainstream English class in conjunction to an English/ESL elective which is included in the ESL department course offerings. During the Spring Term, we programmed students who failed two consecutive administrations of the ELA with a least one grade of 48 and eligible for the Component Retest in June in a single period Advance Literacy course L86. All students passed the Component Retest in June, 2010..

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 and meet in Teacher Teams to collect and review data in order to inform instruction. 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 support classes 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 technology in daily lessons which afford students the opportunity to practice their listening and speaking skills. We have purchased Science, Life and Physical Science, American History, Geography and Culture, and Global Studies SIFE Classroom Libraries. We also provide dual language classroom libraries, bilingual dictionaries and glossaries. We have applied for the SIFE/LTE Academic Intervention Grant to provide additional support to our SIFE students.

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 a three-period Newcomers ESL class for the given semester. They need additional support and attention in order to succeed academically and meet the standards. Special consideration is given to help the new students feel welcomed 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 via tiered instructional activities (Task Rotations). 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.

Last 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. Due to programming constraints, we provided support services before and after school. We also created a third section of the Newcomers LNEO/NEW-03 class in order to meet the academic needs of over-the counter registrants who continue to register on a daily basis. This year we have created a third section of the Beginner Newcomer class due to the large number of students entering FHHS with little or no English language skills. We have implemented the Learning A-Z web-based program to supplement instruction at this level of proficiency.

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. We have purchased ELA Classroom Libraries to supplement existing classroom libraries in English, ESL and ISS classrooms. All collections include a variety of fiction, non-fiction, and assortment of Bold Print books and magazine subscription. The topics include Empowerment & Identity, Relationships and Emotions, College and Careers, Activism & Inspiration, and Native Language Collections aligned to the four themes in Chinese, French, Russian, and Spanish. Achieve3000 and Destination Math in Chinese, Spanish and English afford the students the opportunity to accelerated this learning as the engage in the web-based activities before, during, and after school programs.

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 an Advance Literacy 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 Chinese, English and Spanish. We will provide Arabic support for those students participating in the Destination Math program. 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. We have applied for the SIFE/LTE Academic Grant for this school year. This will be our fifth year providing services for our LTE. Students will also have access to the ELA Classroom libraries.

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 and Title III Saturday Academy. 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 9th 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. Students are provided with "visuals" to assist them with word recognition with the integration of technology via the SMART Board. 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.

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 provided via one-on-one conferencing with ESL teachers and peer-tutoring. We apply for an extension of service for these students in order to continue to provide instruction that targets their specific needs.

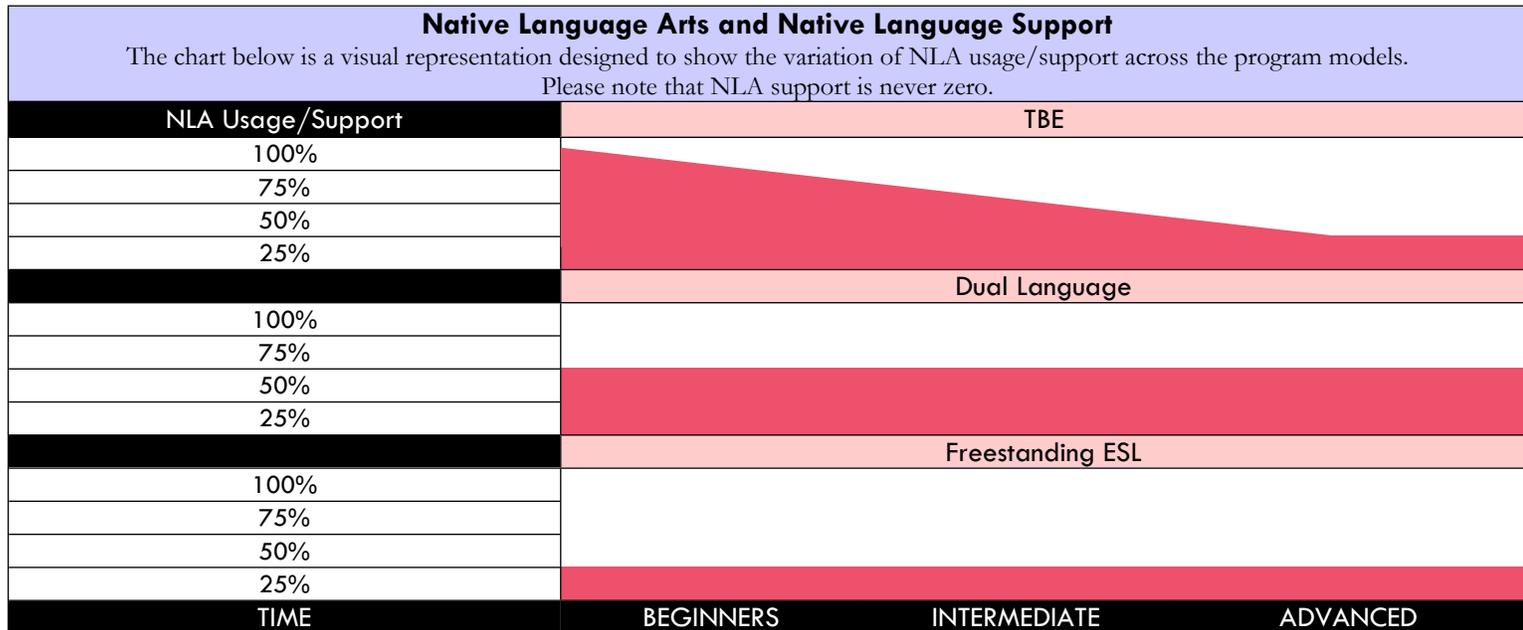
We ensure that appropriate testing accommodation (time extension, separate location, bilingual dictionaries and glossaries, and method of exam presentation and response) is provided for students with an IEP on the Regents and on the NYSESLAT. Separate classrooms are

assigned to ISS students which include all Resource and X-coded students. Students who scored Proficient "P" on the NYSESLAT within the last two years also receive test accommodations.

Students are also recruited to attend school-sponsored programs such as SIFE/Long Term ELL, ELL Success Incentive and Public Grant 45 tutorial programs and Saturday tutorials. Two programs which have enabled us to differentiate instruction for our ELLs are Achieve 3000 and Destination Math in Chinese and Spanish.

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|---|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|--|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

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?

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 2009-2010 school year, Academic Intervention Services via the Public Grant 45, SIFE/Long-Term LTE, and ELL Success Incentive enabled teachers to continue to provide before and after school differentiated instruction across all disciplines to ELLs and former ELLs. The Public Grant 45 allowed us to provide much needed test-practice for the NYSESLAT. This year, we will be able to continue to provide these services via the third year grant allocation. We have also applied for the SIFE/LTE Grant (year 5). We will sustain the following Academic Intervention programs as mentioned previously: Achieve3000, Destination Math in English, Chinese and Spanish, and implement the new intervention initiatives such as Learning A-Z (Newcomers), Rosetta Stone, and Vantage My Access Writing Program (Students at year 4-6 and LTE). Students will utilize these programs during the school day.

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, Advanced Literacy-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, and tiered activities (Task Rotations). 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, 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 seniors who are below Transitional English classes who are scheduled to take the ELA Regents are programmed for a single period Advanced Literacy (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 or 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. Forty-eight students who failed one administration of the ELA with a grade of 48 were eligible for the Component Re-test. These students were programmed for a self-contained class. Every student who took the exam received a passing grade. 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. We will purchase additional dictionaries for the next school year. 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 2009 and 2010 NYSESLAT administration will be provided with test accommodations.

For this school year, all ESL and Foreign Language classes have been annualized 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. Students have the opportunity to recover class credit in first level Spanish classes as well as in ESL. We have purchased additional computers for our three mobile labs which will enable us to increase the number of students who participate in web-based support programs. We will implement a Mini- Media Center in which ELL, NLA and Foreign Language students will be able to complete research, do homework, and receive supplemental instruction. The center will accommodate up to twenty students each instructional period. In addition, teachers have implemented the DATACATION/SKEDULA tool in all classrooms in which they take attendance, document students' performance, articulate with students, other teachers and parents.

We will not discontinue any of our existing programs or cut services during the school year. We will be able to sustain all initiatives implement last year.

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 2010-2011 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. Students participate in peer-tutoring before, during, and after school and the Saturday Academy. We also extend an invitation to former ELLs to participate in Saturday Academy.

Throughout the school year, English Language Learners participate in Junior ROTC, 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 and monthly PTA meetings.

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, Destination Math in Chinese and Spanish, Vantage My Access, Learning A-Z 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 L1 and L2. These include QTEL (English and Spanish), Read Aloud, Brainstorming, Carousel, Choral and Part-Choral Repetition, Cooperative Learning; Semantic Mapping, Task Rotations based on student multiple learning styles. 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.

Computer Assisted Instruction such as the differentiate Achieve3000 Reading Program, Destination Math Program in Chinese and Spanish are programs which were implemented this past spring term. We will provide Arabic support during the 2010-2011 school year. 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-monthly Teacher Team Meetings 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, engage in interactive SMART Board activities, read from text/board/screen, and engage in paired/group tiered activities and self/peer assessments. Additionally, students 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 in Chinese Native Language Arts will take the Advanced Placement course in Chinese. Bilingual classroom libraries and dictionaries are available in all classes. We will purchase additional classroom libraries to supplement our existing selections. 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. We are presently participating in the SNLACG Pilot, across three language levels, which is sponsored by the OELL. We are implementing the Spanish Native Language Arts Curriculum Guide this year which is based on the four New York State Learning Standards and centered around six themes: Education, School Life, Academic and Technical Studies, The workplace, Technology, Traditional vs. Modern Education, and The concept of Perfection/19th Century: Romanticism, Realism, and Naturalism. This guide will enable educators to provide a uniformed curriculum which will facilitate academic placement of Spanish speaking English Language Learners in any NYC high school NLA program. Students participate in the Achieve3000 Spanish web-based program and students who speak Chinese participate in Destination Math Chinese. Arabic support is provided by ESL and Content-area teachers and paraprofessionals who speak Arabic.

All required support services 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 9th graders. This program includes enrichment in English and Math, as well as time-management skills. This program begins July 6, 2010 and ends August 7, 2010.

In June, 2010, prior to registering at Fort Hamilton High School, students from "Feeder" schools are invited along with their parents for Welcome Night. Students receive the school handbook, information about the Summer Bridge Program, school newsletters, a copy of our school newspaper, a welcome letter from the principal, bell schedule, Language Preference Form, and the Freshman Summer Reading list. Students have the opportunity to ask questions, and learn about the multitude of programs offered at our school.

Freshman Orientation was held on Wednesday, September 1st and Thursday, September 2nd. Over 600 incoming students attended along with many parents. It was a very successful event. Teachers came in during their vacation and volunteered their time walking the students around the school and explaining to them the secrets to success at Fort Hamilton, thereby making their transition into high school as

comfortable as possible. Students have an introduction to key staff members, 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.

Welcome Night was held in October, 14, 2010. Parents and students were invited to visit the school once again to obtain information regarding the next four years of their high school career. Students meet the staff and tour the school after they participate in an assembly program.

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-R testing to avoid errors in placement. 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. Instruction is supplemented with instructional materials in the target languages.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here N/A

D. Professional Development and Support for School Staff

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

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 2010-2011 school year is November 2, 2010. Teachers are also required to attend monthly department meetings and faculty conferences. Topics for these sessions are announced as the term progresses. Teachers participate in bi-monthly Teacher Team Meetings. 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,.

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 continue to work cooperatively and collaboratively as per the 2009-2010 Quality Review expectations 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, Periodic Assessments, 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 DATACATION (SKEDULA) that enables 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.

Sessions for In-House Continuous Professional Learning and Collaboration for 2010-2011 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 Teams: RAMP UP Structure: Routines and Policies | Bi-monthly meetings |
| Differentiation strategies for Lesson Planning and Task Rotations | |
| • Structured Intervisitation across all disciplines | On-going (November 4, 2010, November 10, 2010, others TBA) |
| • DATACATION-SKEDULA- Supervisors and Guidance Counselors Training | September 30, 2010 |
| • DATACATION-SKEDULA Teacher Training | October 18, 2010 |
| | October 25, 2010 |
| Destination Math | TBA |
| • ELL Periodic Assessment Training Session | TBA |
| • Vocabulary Development and Expansion | TBA |
| • RAMP-UP Structure: Rituals and Routines (America's Choice) | TBA |
| • Critical Reading Comprehension Strategies for ELL | TBA |
| • Strategies for ELA Regents Writing Tasks | December, 2010 |
| • SMART board Training for Interactive learning | November 2, 2010 |
| • RAMP UP Curriculum Training-in-house/outside vendors | TBA |
| • Vantage My Access On-Line Writing Program Training | October 14, 2010/November 2, 2010 |
| • Achieve 3000 | November 3, 2010 |
| • Technology Training: | On-going |
| Power point presentations | |
| Internet-base learning | |
| Airliners | |
| Smartboard | |
| • The "6 Minute Solution" Strategy | TBA |
| • Sharing of Best Practices via: | November 10, 2010, November 23, 2010 |

-Demonstration Lessons

-Professional Development Topics at Department Meetings

October, 2010-June, 2011

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
SIFE/Long-Term ELL Grant Writing Workshop
Dorish Muñoz Fuentes, A.P.
- TBD
September 16, 2010

All teachers providing ESL, ELA, NLA, and content area instruction to English Language Learners will actively participate in continuous professional development during the 2010-2011 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 via Teacher Team meetings. Teachers will analyze data to identify which students need additional supports utilizing Datacation/ SKEDULA in order to inform instruction and set differentiated annual and interim goals for those students to accelerated their learning. They will be able to share best practices and implement techniques and methodologies in their classroom thereby improving teaching performance and student 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.

Preparing teachers to work effectively with English language learners is part of the Instructional Support Services Department's educational agenda. Professional development for special education teachers, paraprofessionals, service providers, counselors and psychologists is conducted by combining a wide range of continuous, collaborative experiences that provide for an exploration of issues together with opportunities for communication that address specific problems of our ESL students. We use an inquiry-based model for our staff development, which sets the stage for teachers to become part of a learning community. Our goal is to improve the learning outcomes for English language learners by small group of staff to address academic concerns; recognition of this group as the "go to" staff for ESL issues and including them in staff development initiatives; team leader is an individual who is an integral part of the school; inclusion of different role groups (special education staff, paraprofessionals, counselors and social workers, speech clinicians); Time to meet, discuss, reflect over the long term, focusing on both content and process via teacher team meetings; emphasis is on developing collaborative relationships and practices at many levels, across and between teachers, roles, and positions; opportunities for reading, writing, and receiving feedback utilizing various strategies including REWARDS (Reading and Writing) and Vantage My Access (Writing) are provided to ESL students; access to a variety of materials and resources.

As a result of ESL teachers working toward common goals for our ESL population with colleagues, their ideas and their perspectives were discussed and deliberated, creating a productive professional learning community.

PD Topics for all staff have included:

- Differentiating Instruction and Goal Setting
- Curriculum and Lesson Plan Design
- REWARDS training for Paraprofessionals
- Instructional Strategies: Creating lessons aligned to the Core Curriculum Standards for ISS and ESL students
- Vocabulary Development and Critical Reading Skills Across the Disciplines
- Implementing Task Rotation

E. Parental Involvement

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

Parental outreach is made by all teachers including 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, 2010, Information Night in September, 2010, 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 was held on Monday, September 13, 2010. 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 assignments. Parents and families of all students including ELL are invited to monthly PTA meetings via mail and telephone calls. Information regarding the topics discussed at PTA meetings is disseminated to parents via mail and SKEDULA. 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 International Café brings a plethora of international delicacies to our cafeteria that are homemade by parents of our students. This event serves as the vehicle by which all students and parents become more involved in the Fort Hamilton Community; a community builder.

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. They engage in conversations and made new friends. 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 principals 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.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|-----|-----|-----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 0 | | | | | | | | | 113 | 87 | 13 | 8 | 221 |
| Intermediate(I) | | | | | | | | | | 78 | 81 | 56 | 57 | 272 |
| Advanced (A) | | | | | | | | | | 52 | 36 | 31 | 34 | 153 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 243 | 204 | 100 | 99 | 646 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|----|-----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | | | | | | | | | | 64 | 50 | 9 | 4 |
| | I | | | | | | | | | | 46 | 105 | 30 | 27 |
| | A | | | | | | | | | | 61 | 76 | 29 | 28 |
| | P | | | | | | | | | | 55 | 66 | 26 | 24 |
| READING/ WRITING | B | | | | | | | | | | 83 | 75 | 9 | 5 |
| | I | | | | | | | | | | 76 | 181 | 52 | 41 |
| | A | | | | | | | | | | 47 | 37 | 28 | 35 |
| | P | | | | | | | | | | 2 | 4 | 4 | 2 |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 104 | | 75 | |
| Math <u>Algebra</u> | 75 | 57 | 30 | 45 |
| Math | | | | |
| Biology | | | | |
| Chemistry | 67 | | 23 | |
| Earth Science | 180 | | 65 | |
| Living Environment | 70 | 139 | 20 | 95 |
| Physics | 37 | | 36 | |
| Global History and Geography | 152 | 88 | 127 | 78 |
| US History and Government | 198 | 97 | 177 | 89 |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |

Review of the 747 scores reported for the 2010 NYSESLAT on the RMSR report dated 9/13/10, indicates that 646 students are entitled to Bilingual/ESL services. This number includes in-coming 9th graders. The number of ELL scoring at the Beginner, Intermediate, Advanced and Proficient levels on the 2010 NYSESLAT according to grade level is indicated below:

| LEVEL | 9th Grade | 10th Grade | 11th Grade | 12th Grade | Total |
|----------------|-----------|------------|------------|------------|-------|
| Beginner | 113 | 87 | 13 | 8 | 221 |
| Intermediate | 78 | 81 | 56 | 57 | 272 |
| Advanced | 52 | 36 | 31 | 34 | 153 |
| Proficient (P) | 31 | 33 | 22 | 15 | 101 |
| Total Tested | 274 | 237 | 122 | 114 | 747 |

*72 students enrolled at FHHS scored Proficient (P) on the NYSESLAT. The remaining students (29) were in-coming 9th graders from the feeder schools.

For all grades, the highest percentile is at the Beginner level of language proficiency with 51% of students scoring "B" on the NYSESLAT. Performance for all 11th and 12th graders, during the 2011 administration of the NYSESLAT, is expected at the Advanced and Proficient (P) levels.

| NYSESLAT Score | Beginning | Intermediate | Advanced | Proficient | Total | Percentile of "P" |
|----------------|-----------|--------------|----------|------------|-------|-------------------|
| 2010 | 221 | 272 | 153 | 101 | 747 | 13.5 % |
| 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 10/22/10 which records the NYSESLAT scores for the past three years indicates that students continue to have the highest percentile at the intermediate level 36.4 % , 49%, 49.9% of students scoring at the Intermediate (I) level. In 2010 there was a +6.7% increase in the number of students who scored Proficient (P) due the Academic Interventions which have been afforded to our students and the professional development opportunities afforded our teachers, thereby improving student performance on scholarship and periodic assessments.

Review of over-the-counter registration and initial assessments and placement of ELL (Newcomers) indicates that 5 % of the 100 students registered scored at the Beginning Level of ESL proficiency, 32 % scored at the Intermediate level, 43 % scored the Advanced level, and 20% were not entitled to Bilingual/ESL services. Assessment results for students who continue to register daily indicate the placement of students at the Beginner level which has resulted in having to create an additional Newcomer class in order to accommodate the new students. Students who are programmed for Intermediate ESL classes based on their reading and writing ability have very weak listening and speaking skills. These students will be supported via differentiated instruction which addresses the students' learning styles and specific area of weakness.

Review of the LAB-R, NYSESLAT Exam History Report (RLAT) indicates 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 NYSESLAT. 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 (100 Beginner, 177 Intermediate, 50 Advanced) who remained on the same level with the largest group of students at the Intermediate Level. The number of students who moved to a higher level was slightly higher at the Beginner level (79) than at the Intermediate level (74). In order to address the needs of the students at the Intermediate level, we have purchased web-based programs such as the Vantage My Access writing program and the Achieve3000 reading and writing program. Students will be able to obtain immediate feedback for improvement when submitting their written work and enable the teacher to differentiate instructions for all students at their proficiency level. All teachers will participate in technical training before implementing the programs.

An analysis of the FHHS School Accountability and Overview Report for 2009-2010 indicates that we are meeting AYP in English for all groups except Hispanic or Latino and English Language Learners and in Math for all student groups except Black, Hispanic and 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. The performance index of ELL on the ELA exam was 153. This did not qualify for Safe Harbor for 2009-2010 and was below the Safe Harbor Target of 158 for 2010-2011. The performance index of ELL on the Mathematics exam was 150. This is below the Safe Harbor Target of 152 for 2009-2010 and below the Safe Harbor of 155 for 2010-2011. The implications for instruction were discussed in Cabinet with the Principal and at Inquiry Team meetings. In order to make AYP for two consecutive years, we continue to program students scoring below 65 on the ELA exam for a double period Advance Literacy Skills class. Students who failed the ELA two consecutive times with a least a grade of 48% on one administration are programmed for a self-contained ELA single period support class. The Principal continued the ESL Saturday Academy with instruction in English, Native Language Arts and ELA Regents prep. In addition, students identified as students with interrupted formal education (SIFE), Struggling ELL and Long-Term LTE receive supplemental instruction before, during, and after school. We will continue to differentiate instruction via instructional activities that address student learning styles and interests, focus on vocabulary development and reading comprehension skills, and actively engage in parental outreach. Students will be afforded multiple opportunities for success in the classroom via academic interventions before, during, after school. This will result in a 2% increase in the number of second language students achieving a grade of 65 or above for students taking the ELA Comprehensive Language and LOTE Regents and the NYSESLAT.

An analysis of student scholarship in ESL shows that there was a decrease of -1.4 % % in the passing rate from Spring 2008 to Spring 2009 (71.0 % passing in 2008 and 69.6% passing in 2009). In 2010, there was a +7.24% increase in the passing rate (77%). This increase is the result of the teachers' efforts in parental outreach and submission of referrals to Project Success, students attending tutorials and improvement in attendance and daily performance. In addition, the differentiation of instruction based on students' learning styles has contributed to the increase in scholarship for all students. However, the enrollment of students with low-level literacy skills, students with interrupted formal education (SIFE), and LTE continues to increase in the school. This has many implications for instruction. Although, we have afforded our at-risk students multiple opportunities for student participation in academic intervention programs, participation is not consistent. For the 2010-2011, teachers will continue to actively engage in parental outreach via Circular 6, reflect on data, differentiate instruction in order to provide for students' learning styles and interests, and make referrals to Saturday School and other tutorials. We will apply for academic intervention grants in order to sustain the support programs we have implemented this past school year.

An analysis of the annual school report profile (preliminary June 2010) 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. In order to remediate this, we program students for credit recovery/tutoring via the Saturday Academy. We have also applied for grant funding.

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/E86) to prepare students for the rigors of College and Career writing in conjunction with a Public Speaking class (LPS1/LPSII). 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 Advancec Literacy (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 2010 cohorts who are not making progress will be programmed for an Advanced Literacy class in the 2010 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 (LPT) in conjunction with an Advanced Literacy class.

Review of the ELA Regents examination results in June 2010 indicates that 54% (56 taking) of 104 (2011) Cohort Juniors received grades of 65-84 and 6% (6 taking) received grades of 86-100 with 60% of students passing with grades of 65-100. 56% (13 taking) of 23 (2010) Cohort students received grades of 65-84. All students passed the Component Re-test.

English Language Learners received support in preparing for the ELA Regents via an Advanced Literacy class as well as in before and after school tutorials. Students had multiple opportunities to take the exam. Of those students who fail the exam twice many were 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.

Results of the ELA Regents examination indicate that 15 students in Transitional English classes, who participated in the Achieve3000 and the SIFE/LTE tutorials received grades 65+. Students who passed the ELA and have not scored proficient on the NYSESLAT were programmed for a mainstream English class for English Language Learners in conjunction with an ESL Public Speaking Class. Four SIFE students were

successful on the Component Re-test. Students who failed the ELA will have multiple opportunities to take the exam and will receive supplemental support in order to acquire the skills necessary to successfully complete the exam. Many students will be invited to take the ELA a second time in order to achieve a grade of 75+. All transitional ESL teachers were pleased with improvements that their students demonstrated during the term as a result of participating in Academic Intervention programs.

In the area of Social Studies, 85 % of ELL (240 taking) received a passing score of 65-100 on the Global Regents including 66 students who took the exam in Chinese (92 % -61 passing) and 22 in Spanish (77 %-17 passing). 90 % of ELL (295 taking) received a passing score of 65-100 on the US History Regents including 82 students who took the exam in Chinese (95.1 %-78 passing) and 15 students in Spanish (73.3 %-11 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. Native language support is essential at this level

In the area of Science, 36 % of ELL (180 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 209 with 55 % passing with a grade of 65+ (115 taking), 16 students (25 % -4 passing) of students took the Regents exam in Spanish, while 74 % (91 passing) of students (123 taking) took the exam in Chinese. 29 % (20 passing) of students (70 taking) took the Regents exam in English. Students who attend classes regularly are doing well. Instruction in Chinese continues to present a challenge due to the number of students who speak Mandarin and Cantonese programmed for the same class. The passing percentile for students who took the exam continues to decrease as compared to the 54 ELL passing in 2009 (71.9 % - 57 taking). All failing students are offered tutoring during the Saturday Academy to prepare them to retake the exam in January, 2010.

In the area of Science, 97% of ELL (37 taking) received a passing score of 65-100 on the Physics Regents.

In the area of Mathematics, 56.8 % (132 taking) of ELL received a passing score of 65-100 on the Algebra Regents. 84.3% (43 passing) of students (51 taking) took the exam in Chinese and received a passing score of 65 + while 33.3 % (6 taking) of students (2 passing) took the exam in Spanish. 40 % of students (75 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 Chinese, English, and Spanish with Arabic support.

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 continue to increase from year to year (2008-2009-2010). In May, 2010, we administered these assessments following the 2008 revised test procedures which enabled us continue to increase the number of students who were tested compared to the last two prior years. A smaller number of students take the reading test in Spanish (87) as compared to the Chinese Reading Test (165) 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).

Review of Primary/Secondary Exam Report (RMSR) dated 11/09/10 indicates that 7 students out of 87 students were absent for the Spanish Reading Test. Review of the same report indicates that of the 165 students who took the Chinese Reading Test only 1 student scored at Level I, 4 students scored at Level II, 63 students at Level III, 7 students at Level V, and 5 students had no score (nsc). It is possible that the answer documents for these 7 students were invalid due to extraneous marks which interfered with the scanning of the documents despite our efforts to ensure that students complete all the information on the document. Students had the highest percentile at the Level IV. Data on the Spanish Reading Test (ELE) is not broken-down by levels. Ms. Munoz Fuentes called Ms. Nilda Kraft regarding this concern, but has not been able to obtain a response.

In the area of Arabic Native Language Arts, 100 % of (28 taking) of ELL received a passing score of 65+ on the Arabic LOTE Regents. In the area of Chinese Native Language Arts, 100 % of (93 taking) of ELL received a passing score of 72 + on the Chinese LOTE Regents. In the area of Spanish Native Language Arts, 100 % of (38 taking) of ELL received a passing score of 83+ on the Spanish Regents.

All other students successfully completed the LOTE Regents Examination in Greek (1), Korean (1), Polish (1), Russian (2), and Urdu (1) 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

English, Chinese and Spanish, Achieve 3000 (in English and Spanish), Rosetta Stone ESL, and 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 Students with Interruption Formal Education (SIFE)/Long-Term ELL Academic Intervention Grant (pending Grant allocation) and the Public Grant 45. 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, we were able to sustain the support programs established via the Demonstration Site (2008) AIS allocations in addition to being awarded three grants. 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.

Additional Information

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

We could not provide the LAP Assurances on this template due to technical problems. The template does not allow one to type in each line. Ms. Nilda Pabon-Kraft, ELL Compliance Performance Specialist, Division of Students with Disabilities and English Language Learners, was informed of this problem by Dorish Munoz Fuentes, Assistant Principal Supervision at the Language Allocation Policy Training on Staten Island on Tuesday, October 26, 2010. Ms. Munoz Fuentes also informed Mr. Bill Bonner today, October 29, 2010 of the the problem and informed him that she would type the names in this space as well as email the original copy. The LAP template was sent as a word document after contacting Mr. Bonner, however we were not able type the names. We have included the names below:

We have scanned a copy of the original LAP Assurances page (1/28/11). Please be advised that I am still awaiting feedback from Ms. Nilda Kraft regarding the Spanish Reading Test ELE data (2/1/11).

Restructured Instructional Program

Addressing the Recommendations of the Joint Intervention Team Review

ESL and NLA Instruction

Actions/Strategies the school has taken, or plans to take, to address JIT review recommendations:

We have implemented a Spanish Native Arts (NLA) Curriculum Guide (SNLACG) Pilot for the 2010-2011 school year in response to the NYC Office of English Language Learners' (OELL) initiative to lead Spanish Native Learners to academic native language proficiency. The guide integrates all four NYS Language Learning Standards: NLA, ELA, ESL, and LOTE. The SNLACG will serve as a unifying force for Spanish NLA instruction in NYC high schools.

We have revised the curriculum for the fourth year of Chinese Native Language Arts (NLA) instruction. The curriculum will prepare students for the Advanced Placement test in Chinese which students will take in June, 2011.

The following curriculum map revisions will be made at all levels of ESL /NLA/FL instruction:

ESL/NLA/FL Curriculum will:

Additional Information

- ∅ Provide a roadmap for instruction.
- ∅ Reflect:
 - o differentiated instruction
 - o flexible grouping
 - o materials and resources that tap all modalities
 - o targeted instruction
- ∅ Include:
 - o assessments
 - o differentiated activities
 - o essential questions
 - o materials
 - o resources
 - o skills
 - o strategies
 - o timeframes

Curriculum Mapping will reflect analysis of formative and summative data to address students' strengths and weaknesses.

1. We will create a Newcomer Academy for over-the-counter students who are entitled to Bilingual/ESL services and have little or no English language skills. Students will belong to the "T House Structure" and will be supported by an Instructional ESL Coach, two Guidance Counselors, and a School Aide/Attendance Squad.

2. The position of Instructional ESL Coach will be implemented for the Spring 2011 term.

3. We will form an Interdisciplinary ELL Focus Group which will consist of the Instructional ESL Coach and ESL/Content Area staff members from the English, Math, Science, and Social Studies Departments. Members of the group will meet bi-monthly to ascertain students' areas of deficiency and/or strengths and work cooperatively to identify instructional strategies to be implemented school-wide.

4. Students will be programmed for the following classes:

ESL LNEO/LNEW I/II

(triple period class)

Native language Arts (NLA)

(Arabic, Chinese, Spanish)

(single period class)

Mathematics ESL/BIL

(Chinese, Spanish)

(single period class)

Science ESL/BIL

(Chinese, Spanish)

(single period class)

Social Studies ESL/BIL

(Arabic, Chinese, Spanish)

(single period class)

Physical Education

(single period class)

Lunch

5. Opportunities will be provided for:

- ∅ The development of academic and conversational language emphasizing self-expression in speaking and writing in addition to choral responses. Students will engage in the Vantage My Access On-line writing program to improve writing skills and reinforce student learning across the content areas.

Additional Information

- Ø Student engagement in independent reading via English and Native Language Arts classroom libraries (Arabic, Bengali, Chinese, French, Italian, Russian, Spanish, and Urdu). All classrooms will be equipped with libraries in target languages in addition to English and Word-to word dictionaries. Copies of Bilingual readers will also be available in the Library.
- Ø Handwriting instruction in lower-level ESL classes with a focus on the development of fluency and legibility.
6. We have created a Language Lab which includes the Rosetta Stone and Learning A-Z web-based programs the Newcomer and Beginner ESL.
7. Students will have the opportunity to visit the Resource Center (Room 857) to engage in computer-based, challenging, differentiated, and level-appropriate instructional activities. Students will have access to internet-delivered educational resources and level-appropriate reading materials. Students will also receive Academic Intervention Services (AIS). The center has been established with a “start-up” of four computers and a printer
8. We have integrated the America’s Choice Ramp- Up instructional model in Transitional English classes and the “Six Minute Solution.” QTEL strategies are also integrated in daily lessons in ESL and Native Language Arts
9. A third mobile lab has been purchased along with ten laptop computers which will facilitate the implementation of an expanded Destination Math Chinese and Spanish program (funded by the ELL Success Grant) at the Algebra I level of instruction.
10. Staff members will work cooperatively during Teacher Team meetings, professional development periods and collaborative planning periods (via the SIFE/Long-term ELL AIS Grant and Title III) to review and revise all ESL/NLA/FL curriculum maps in response to the recommendations of the Joint Intervention Team Review. Two department members of the Common Core Network Institute will facilitate the alignment of all Curriculum maps to the NYS Common Core Standards and performance indicators.
11. The Newcomer Level of ESL will be annualized in order to address the needs of over-the-counter students who have very little or no English language skills.
12. Three ESL teachers will be hired to meet the Target 75 mandate to address pupil-teacher ratio and reduce pupil-teacher ratio. These teachers will be assigned to Newcomer and Beginner classes. The CTT instructional model will be implemented.
13. Daily instruction will be aligned to the NYSESLAT with instructional strategies clearly outlined in lesson plans and curriculum maps. NYSESLAT-type questions will be infused at every phase of the developmental lesson. Supplemental instruction will be provided to ELLs to maximize their scores on the four subtests of the New York State English as a Second Language Achievement Test (NYSESLAT) via the Greatest Generation Scholarship Grant. Before and after school instruction will focus on test-taking techniques, vocabulary development and expansion, and critical reading skills. A NYSESLAT class will also be integrated in the Saturday Academy Program at the Beginner, Intermediate, and Advanced levels which will address the skills necessary for success on this assessment
14. We will purchase fourteen laptop computers to supplement our Mobile Lab, establish last year with SIFE/Long-term ELL Grant, with 2010-2011 Title III and SIFE/Long-term funds.
15. Current, standards-based student work which reflects student progress is posted in all classrooms on refurbished classrooms and corridor bulletin boards and showcases along with its corresponding rubric. Teachers provide clear, meaningful feedback for student improvement and commendations for quality work. All work is identified with the class, code, teacher’s name and task completed. Student and class goals, for each course, are posted in all classrooms for six marking periods. The department grading policy will be prominently displayed in classrooms and corridors to serve as a reminder of what students must accomplish to move to the next level of language proficiency and academic success.
16. Work folders will be maintained by all students in order for teachers and students to monitor and track progress.
17. Word-walls will be posted in all classrooms to provide a frame of reference during individual, paired or group activities. Rubrics based on grade levels will be developed by teachers and students. Students will be able to peer and self assess their work and identify next learning steps which will be documented in their Student Self-Reflection Questionnaires.

Additional Information

18. Teachers share common planning time in order to identify strategies:
- to promote student engagement (accountable talk)
 - to activate students' prior knowledge
 - to assist students in the transfer of knowledge to real world settings (the world-of-work).
 - for scaffolding information ("chunking" literature)
 - for vocabulary development and expansion
 - for differentiation of instruction and student grouping

Teachers will review and reflect on formative and summative data in order to group students, differentiate instruction, and identify next learning steps. Teachers will complete activity logs which document positive outcomes.

18. Instruction for all students is differentiated throughout the delivery of the lesson in order to provide for students' academic differences and learning styles, and to afford them the opportunity to complete different facets of an activity in record time. Students are engaged in tiered activities such as Task Rotations. A range of techniques are employed to help students meet the instructional objectives and add variety to the classroom activities (accountable talk, airliners, audiovisuals, choral repetitions, debates, second language communicative drills (substitution, transformation, chain), microphones, Mobile Lab, music, note-taking, personalization, SMART-board as an interactive learning tool, overhead/ lap-top/projector, video/ TV, interactive videos, dialogues, question-answer drills, and situational approaches). Students are assigned instructional activities which provide options. Students also engage in the differentiated Destination Math and My Access programs.

19. Teachers will model and scaffold information (critical reading comprehension and writing strategies) for students to practice during individual and/or group work, and before students respond to questions or accomplish a task so that clear expectations are set. Teacher-centered classes will move to student-centered classes by decreasing "talk and chalk" and allowing students to be responsible for their own learning.

20. We have integrated the Vantage My Access On-line Writing Program in the Intermediate Level of ESL.

Professional Development

Teachers have participated and will continue to engage in professional development across content areas to promote instructional strategies at all levels and to build the capacity of the school to work with SIFE and Long-Term ELLs, some of which are Arabic, Chinese, and Spanish, Newcomers, Students at 4, 5, and 6-12 years of Bilingual/ESL services, and students receiving ESL Native Language Arts and Bilingual Content classes. Teacher expectations for instruction will be noted. Supports will be identified for each level.

- o Beginner ESL Teacher Articulation. Textbook/Readers Selection for ESL NEW/NEO for the 2010-2011 school year.
- o Equal Employment Opportunity for Administrators EOC Training for Assistant Principals
- o Spanish Native Language Arts (NLA) Pilot PD Implementation of the Spanish NLA Pilot. Articulation between NLA teachers and Ms. Odalys Igneri, ELL Specialist, Division of Students with Disabilities & English Language Learners, regarding the implementation of the Spanish NLA Scope and the alignment of NLA curriculum maps to the NLA Guide.
- o Staff Development for ESL LPT, English E1 1E and ISS LPTPM teachers. "The implementation of the Vantage My Access Writing Program for 9th Grade."
- o NYS Asian Languages Bilingual/ESL Technical Assistance Center PD: Advanced Placement Programs for English Language Learners
- o Professional Development Day. Focus Group I: Literacy/Grade 9 "Implementation of Vantage/My Access Online Writing Program." Focus II-IV: SKEDULA On-line Grade Book.
- o Intervisitation of Ms. Kenny's ESL LI1-02 class. "Implementation of the SMART Board as an interactive learning tool at the Intermediate ESL level of instruction."
- o ELA 2011 Administration Training for teachers of Transitional English classes.
- o Intervisitation of Ms. Castillo' FS3N-01 class." Implementation of reading strategies and a Task Rotation activity at the Second Level of Spanish Native Language Arts instruction".
- o Intervisitation of Ms. Karaghiozakis' FS1-18 class. "Direct instruction on vocabulary development and expansion in context with a

Additional Information

focus on the use of adjectives at the first level of Foreign Language instruction.”

- o Sharing Best Practices: “Multiple Learning Styles Test for Beginner Level Students”
- o Cultural Literacy: Educational changes in order to achieve a higher level of national literacy. Book study: What every American needs to know.
- o ELA Regents Scoring Training for teachers of Transitional English classes.
- o Professional Development Day. Team II- Session I- Intermediate SMART Board Training: “Integrating Media into SMART Board Lessons and adapting power point lessons into Notebook.” Interactive activities for Foreign

Part VI: LAP Assurances

ESL

instruction. Participants explored the SMART Board and its many applications in a “hands-on” session. Session II- Application Session of strategies.

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |

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