



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FORT HAMILTON HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K490

PRINCIPAL: JO ANN CHESTER **EMAIL:** JCHESTE@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jo Ann Chester	*Principal or Designee	
Justin Sosa	SLT Chairperson	
Alan Fried	*UFT Chapter Leader or Designee	
Christine Madias	*PA/PTA President or Designated Co-President	
Linda Dumais	DC 37 Representative, if applicable	
Christina Apostolou Katelyn Tzavelis	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Mike Kozlowski	Assistant Principal/Administration	
George Apostolou	Member/Parent	
Terri Chen	Member/Parent	
Rena Goudelias	Member/Parent	
Stella Kafkis	Member/Parent	
Iman Mahfouz	Member/Parent	
Grace Sapienza	Member/Parent	
Sandy Vallas	Member/Parent	
Christine Ciccarone	Member/UFT	
Katie Sisco	Member/UFT	
Ruth McKenzie	Member/UFT	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, students in the Hispanic and Asian subgroups of Cohort 2012 will demonstrate progress towards achieving State standards as measured by a 2% increase over 2011 results on the ELA Regents for these subgroups. This equates to 50 students out of 96 remaining in the Asian subgroup who will achieve a grade of 65% or better for a total of 82%, and 63 students in the Hispanic subgroup who will achieve a score of 65% or better out of the 92 remaining for a total of 90%. Targeting these subgroups will improve results in the LEP, Economically Disadvantaged and Students with Disabilities subgroups as these groups overlap with the aforementioned subgroups.

Comprehensive needs assessment

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

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%) and a slight decline in June 2011 (80.00%). Number of students failing to make AYP in ELA in the 2012 cohort is 253. 188 of these students are in the Hispanic, Asian, Economically Disadvantaged, LEP or Students with Disabilities subgroups—some counted in more than one subgroup.

After conducting our needs assessment, it was found that the Economically Disadvantaged, LEP, Hispanic, Asian and Students with Disabilities student groups have under-performed all other subgroups for the past three years, although Students with Disabilities made 'safe harbor' in 2009 and 2010., according to the NYSED annual school report card.

- Student achievement on the Grade 8 ELA exam for incoming students in September 2011 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 due to an increase in the number of students with interrupted formal education. (SIFE) and an increase in the number of immigrant students in Hispanic, Asian and Economically Disadvantaged subgroups who are not entitled to ESL, but who entered high school from 2009-2011 and may still have deficiencies in ELA. (Title III-Immigrant)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

ACTIVITIES/STRATEGIES

ACTIVITY # 1 – DATA REFLECTION: CLOSING THE ACHIEVEMENT GAP

- Reflect on data of Periodic Assessments (EdPerformance, Acuity and PSAT), and ELA Regents results, and individual student performance on classroom

literacy tasks to plan specific long-term and short-term instructional goals via Inquiry Teams, Teacher Teams and ICT Teams.

- Teachers and students set instructional goals and plan for achievement of individual objectives. . Progress toward achieving these goals is measured with interim assessments in November, January and March and a summative assessment in June.
- Implement Datacation/Skedula/PupilPath as a uniform on-line grade book for increased communication with staff, students and parents regarding student progress and achievement of standards and learning goals.
- Continue to offer Interdisciplinary Studies an elective course, to Grade 10 students in conjunction with English as a means for students to learn effective standardized test-taking strategies across content areas, increase reading comprehension, develop and expand content vocabulary, and improve PSAT and SAT scores.
- Continue to offer a Regents Prep class (EBRE) in conjunction with the ESL Bridge class for cohort ELL seniors below the Transitional level.
- Encourage ELL students, and students in at-risk subgroups to attend ELA Regents tutoring offered before and after school and Saturday mornings.
- Include Regents-type questions and written constructed responses on all classroom examinations.

TARGET POPULATIONS: ALL ENGLISH/ESL/ISS TEACHERS AND STUDENTS IN MAINSTREAM, ESL, ICT, AND SELF-CONTAINED CLASSES

RESPONSIBLE STAFF MEMBERS: APs ELA, FL/ESL, ISS, Coaches, Data Specialist

IMPLEMENTATION TIMELINE: SEPTEMBER 2011 – JUNE 2012

ACTIVITY # 2 – IMPROVING READING COMPREHENSION AND WRITTEN ARGUMENTS IN RESPONSE TO INFORMATIONAL TEXT

- Implement research-based programs (Empower 3000, Vantage MyAccess Online Writing Program, REWARDS and Wilson) to address learning gaps for ELLs, Student with Disabilities and Economically Disadvantaged students.
- 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 NYS Common Core Standards.
- Continue uniform final examination policy for grades 9, 10 and 11, using non-fiction writing tasks on the single session ELA Regents as models.
- Complete a literacy task that asks students to read and analyze informational texts and write opinions and arguments in response. (This is part of the 2011-2012 NYC Chancellor's Instructional Expectations.)

TARGET POPULATIONS: ALL ENGLISH/ESL/ISS TEACHERS AND STUDENTS IN MAINSTREAM, ESL, ICT, AND SELF-CONTAINED CLASSES

RESPONSIBLE STAFF MEMBERS: APs ELA, FL/ESL, ISS, Coaches and Teacher Teams

IMPLEMENTATION TIMELINE: SEPTEMBER 2011 – JUNE 2012

ACTIVITY # 3 – PROFESSIONAL DEVELOPMENT – Professional Development will be offered on the following topics during weekly teacher team meetings, dedicated professional development days, monthly department and faculty meetings, organized intervisitation, and during workshops internally and externally:

- Ramp-Up Structure: Rituals and Routines (America's Choice)
- Differentiated Strategies for Lesson Planning and Task Rotations - (Tomlinson and Silver, Strong)
- Reflection on Student Performance to plan and set Individual Student Goals and Objectives (EdPerformance, Acuity, PSAT)
- Post-testing study guides to plan specific instructional strategies that address individual ELA weaknesses as noted on Periodic Assessments
- Infusing grammar and vocabulary into instructional objectives
- Writing instruction as a process
- Rubrics for evaluation of process and product (Rubistar)

- Organizing and Reflecting on Writing Portfolios
- “Six-Minute Solution” to build fluency in reading
- Using the SmartBoard for interactive learning
- ELA Regents Writing Strategies for Transitional English Classes
- Using the IPAD as a communication and Instructional tool in the ELA classroom
- Strategies to improve reading comprehension in ELA and ESL classes
- Danielson’s Framework for Effective Teaching
- Vantage MyAccess – On-Line Writing Program
- Tequipment SmartBoard Professional Development
- Empower 3000 – On Line Lexile Reading Program
- College Board/Acuity/Scantron
- Rubicon Atlas Curriculum Mapping
- Pearson Publishing – NYS Common Core Standards in ELA
- Reading Strategies: Wilson and REWARDS
- Datacaton/Skedula/Pupilpath—Implementation of Online grade books and data reporting

TARGET POPULATIONS: ALL ENGLISH/ESL/ISS TEACHERS AND STUDENTS IN MAINSTREAM, ESL, ICT, AND SELF-CONTAINED CLASSES
 RESPONSIBLE STAFF MEMBERS: APs ELA, FL/ESL, ISS, Coaches, Teacher Teams, Inquiry Team, External and Internal Staff Developers
 IMPLEMENTATION TIMELINE: SEPTEMBER 2011 – JUNE 2012

Steps to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
 Teachers meet in grade-level and interdisciplinary teams to review data gathered from periodic assessments.
 Teachers are all equipped with IPADs and use Skedula/PupilPath as an on-line grade book to communicate with parents and staff and monitor student progress.
 Teachers meet in teacher teams to align curriculum with common core standards, and plan uniform literacy tasks and appropriate rubrics for assessment for grades 9-10 and 11-12. Staff determined that a literacy task that requires students to read informational materials and write supported opinions and arguments will be administered to all students: baseline assessment – January 2012, interim assessment – March 2012, and summative assessment in June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- 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, NYS Common Core Standards, ELA Regents requirements, Reading & Writing requirements, promotional guidelines, goal-setting, and helping the student at home, accessing ARIS Parent Connect and Datacaton/Skedula/PupilPath, etc.
- Increased communication with parents and students via PupilPath, an online grade book, where teachers, parents and students can log on, on a daily basis,
- to document and monitor student progress, thereby improving attendance and student performance for students in at-risk subgroups

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Collaborate with Assistant Principals of ESL and Instructional Support Services and their teachers to help develop appropriate curriculum for students taking Regents exams, thereby delivering effective instruction for students in at-risk subgroups.
- Provide opportunities for professional development, intervisitation, articulation and collaboration between English, ISS and ELL teachers for the purpose of curriculum development and implementation of specific instructional strategies/objectives.
- Current English, ESL and ISS teachers will receive professional development in weekly teacher team meetings, bi-weekly Coaches meetings, and workshops focusing on developing Common Core aligned curriculum.
- Individual mentoring of all new teachers and monthly new teacher workshops.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

SIFE - LTE: This grant provides resources for tutorials and professional development for teachers of long term English Language Learners who have interrupted formal education.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax levy funding provide academic intervention services during the school day (AIS)

Title III (Immigrant Funding) This grant provides resources for tutorials, Saturday Academy instruction, professional development of teachers of newly arrived English Language learners and immigrant students who are not entitled to ESL, but who entered high school in 2009-2011.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, students in the Hispanic and Asian subgroups in Cohort 2012 will demonstrate progress towards achieving State standards as measured by a 2% increase over 2011 results on the Integrated Algebra Regents for these subgroups. This equates to 15 students out of 38 remaining in the Asian subgroup who achieve a grade of 65% or better for a total of 91%, and 24 students in the Hispanic subgroup who will achieve a score of 65% or better out of the 105 remaining for a total of 71%. Targeting these subgroups will improve results in the LEP, Economically Disadvantaged and Students with Disabilities subgroups as these groups overlap with the aforementioned subgroups.

Comprehensive needs assessment

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

Although we met Safe Harbor on the 2010 – 2011 Annual State School Report Card, in conducting our needs assessment, it was found that Economically Disadvantaged, Hispanic, Limited English Proficient and Students with Disabilities have under-performed all other subgroups. As a result, we will continue to make it a 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 students' learning styles.
- Student achievement on the Grade 8 Mathematics exam for incoming students in September 2011 indicates that approximately 37 1/2% 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 student achievement on Grade 8 assessments.
- Results of the Regents Examination in Integrated Algebra indicate that there was a decrease of 8% in the passing rate from June 2010 (73%) to June 2011 (65%).
- Results of the Regents Examination in Geometry show a slight decrease from June 2010 (85.39%) to June 2011 (81.2%) due to the delay of students scheduled to take the exam in January 2011 due to snow.
- An analysis of overall student achievement indicates that scholarship has increased from June 2009 (69.9%) to June 2010 (72.15%), but decreased slightly in June 2011 (71.19%).

This will result in a 2% increase in the number of students taking and passing the Integrated Algebra Regents in June 2012 with a grade of 65.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

ACTIVITIES/STRATEGIES

ACTIVITY # 1 – DATA REFLECTION: CLOSING THE ACHIEVEMENT GAP

- Reflect on data of Periodic Assessments and Regents results, implementing appropriate instructional change strategies with respect to polynomial operations, factoring, and equation solving.
- Teachers and students set instructional goals and plan for achievement of individual objectives.
- Implement Datacaton/Skedula/PupilPath as a uniform on-line grade book for increased communication with staff, students and parents regarding student progress and achievement of standards and learning goals.
- Encourage students to attend Mathematics Regents tutoring offered after school and in Saturday Academy.
- Include Regents-type questions, with emphasis on extended response questions in homework assignments, class exercises and on class examinations.

TARGET POPULATIONS: ALL MATHEMATICS/ISS/BILINGUAL/ESL TEACHERS AND STUDENTS MAINSTREAM, BILINGUAL, ESL, ICT, AND SELF-CONTAINED CLASSES

RESPONSIBLE STAFF MEMBERS: ALL GENERAL EDUCATION AND INSTRUCTIONAL SUPPORT SERVICES MATHEMATICS TEACHERS

IMPLEMENTATION TIMELINE: SEPTEMBER 2011 – JUNE 2012

ACTIVITY # 2 – IMPROVING READING COMPREHENSION, VOCABULARY AND WRITTEN RESPONSES AND ARGUMENTS

- Implement Balanced Literacy instructional strategies in all classes to aid in solving verbal problems by building inference, vocabulary and critical reading skills.
- Implement ESL instructional strategies in all Bilingual and ESL Mathematics classes to aid in vocabulary improvement and written responses to extended response questions, for example, solving motion problems in algebra by outlining key words and phrases and adding them to a vocabulary book, using charts and diagrams to visualize situations such as distance traveled.

TARGET POPULATIONS: ALL MATHEMATICS/ISS/BILINGUAL/ESL TEACHERS AND STUDENTS MAINSTREAM, BILINGUAL, ESL, ICT, AND SELF-CONTAINED CLASSES

RESPONSIBLE STAFF MEMBERS: ALL GENERAL EDUCATION AND INSTRUCTIONAL SUPPORT SERVICES MATHEMATICS TEACHERS

IMPLEMENTATION TIMELINE: SEPTEMBER 2011 – JUNE 2012

ACTIVITY # 3 – PROFESSIONAL DEVELOPMENT

- Intervisitation among all Mathematics Teachers
- Differentiation of instructional strategies for large and small groups, and pairs
 - Integration of technology utilizing websites, such as Destination Math, for differentiation by language and skills level where teachers could track progress, regentsprep.org and JMAP.org for instant feedback.
 - Sharing of best instructional practices within and across Teacher Teams as aligned to the inquiry process.

TARGET POPULATIONS: ALL MATHEMATICS/ISS/BILINGUAL/ESL TEACHERS AND STUDENTS MAINSTREAM, BILINGUAL, ESL, ICT, AND SELF-CONTAINED CLASSES

RESPONSIBLE STAFF MEMBERS: ALL GENERAL EDUCATION AND INSTRUCTIONAL SUPPORT SERVICES MATHEMATICS TEACHERS

IMPLEMENTATION TIMELINE: SEPTEMBER 2011 – JUNE 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Professional development workshops for teachers in the use of Datacaton/Skedula/PupilPath to increase communication with parents thereby improving

attendance and student performance for students in at-risk subgroups.

- Utilize Parent-Teacher conferences as well as monthly PTA Meetings to inform and train parents in the use of PupilPath.
- Parental/student access to online textbooks and their resources
- Increased access to free online tutorials, such as fliegler.com, math.tutorvista.com and Study Buddy

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Collaborate with Assistant Principals of ESL and Instructional Support Services and their teachers to help develop appropriate curricula for students taking Regents exams, thereby delivering effective instruction for students in at-risk subgroups.
- Provide opportunities for professional development, articulation and collaboration among Mathematics, ESL and ISS teachers for the purpose of curricula development and implementation of specific instructional strategies/objectives.
- Provide professional development for current Mathematics and ISS teachers during bi-weekly teacher team meetings, bi-weekly Coaches meetings, and workshops focusing on developing Common Core aligned curricula.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

SIFE - LTE: This grant provides resources for tutorials and professional development for teachers of long term English Language Learners who have interrupted formal education.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy Funds provide academic intervention services during the school day.

Title III (Immigrant Funding): This grant provides resources for tutorials, Saturday Academy instruction, professional development of teachers of newly arrived English Language learners and immigrant students who are not entitled to ESL, but who entered high school in 2009-2011.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 (Graduation Rate)

To increase by 2% Fort Hamilton High School's 4-year graduation rate by June / August 2012 from 72% to 74% (687 students out of 929), maintaining Fort Hamilton High School's graduation status of "good standing", exceeding the State progress target of 67% and incrementally approaching the definitive State standard of 80%.

Comprehensive needs assessment

An analysis of the 2008-2009, 2009-2010 and 2010-2011 annual NYS School Report Cards* indicate the following Graduation Rates:

2008-2009 NYS Report Card indicates = 62% out of 1136 students
2009-2010 NYS Report Card indicates = 64% out of 1053 students
2010-2011 NYS Report Card indicates = 72% out of 986 students

*N.B. (NY State Annual School Report Card reports the prior year's graduation rate for each academic year.)

In contextualizing the above graduation rates, certain factors became evident. 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" at an average of approximately 50% of the population each year. This percent correlates with two other major features:

- Approximately 50% of our incoming ninth grade class enters the ninth grade needing literacy services.
- Approximately 50% 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.

Instructional strategies/activities

Activity #1 – Data Reflection

:

- Identify the academic needs of those students designated promotion-in-doubt by January 2012 on ATS
- Use marking period data throughout academic year 2011/2012, as reported on Datacation / Skedula and ARIS, assisting counselors in identifying those students in need of credit recovery opportunities as well as Academic Intervention Services.

Activity #2 – Improving Communication

- Inform and collaborate with parents, strategizing an academic intervention plan that will support the student in making academic progress.

Activity #3 – Providing Intervention and Support Services

- Conduct early attendance outreach, utilizing teacher referrals and Project Success attendance intervention, supporting students in maintaining 90%

attendance.

- Recommend AIS for students needing assistance in remedying academic deficits, as well as offer credit recovery opportunities to credit accumulation, supporting students in meeting cohort graduation requirements.
- Refer, when necessary, students and their families to outside counseling, supporting students in addressing any psycho-social obstacles that may be impeding academic progress.

Activity #4 – Professional Development for teachers

- Continuing to align curriculum with Common Core Standards and Instructional Goals
- Continued intervisitations – sharing of best practices
- Continued teacher teams
- Continued implementation of technology as an interactive learning tool

Activity 4 directly correlates with classroom outcomes, credit accumulation and student engagement. Improving teacher performance through the above activities will improve student performance and therefore increase student graduation rate, creating a solid instructional foundation for students supported by curriculum alignment, data reflection and the sharing of best practices.

Targeted populations: All students not meeting cohort graduation requirements.

Responsible staff members: Principal, APs of Administration, APs of Supervision, Data Specialist, Guidance Counselors, Teachers, Project Success personnel (attendance teacher, family assistants and attendance school aides)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Inform parents and students, via scheduled Guidance Conference, of psycho-emotional issues that are impacting upon progress towards graduation.
- Conduct, each term, Programming and Progress Interviews with students, reviewed by parents, informing parents and setting clear expectations for students, ensuring that all students meet cohort graduation requirements in a timely manner.
- Provide parent workshops, via monthly PTA meetings, on graduation requirements, AIS services and college and career information, assisting parents in supporting their child in meeting academic and psycho-social expectations, as well as the Chancellor's 90% minimum attendance standard.
- Inform and train parents in accessing www.pupilpath.com to track and monitor their child's attendance and academic progress.
- Provide the parents of ELLs Parent Workshops during Saturday Academy, assisting parents in English language acquisition, as well as informing the parents of the Chancellor's Instructional expectations and 90% attendance standard, and graduation requirements.

These strategies will increase parental involvement, keeping parents and students informed and accountable, providing vital information and skills to assist students in meeting the social challenges as well as the academic requirements for graduation.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Assistant Principals of Supervision continue to maintain and nurture partnerships with the NYC Teaching Fellows program.
- Assistant Principals of Supervision attend hiring fairs.

- Assistant Principal of Organization continues to work closely with CFN liaison, providing information and support on proper and updated licensure of new teachers.
- Assistant Principals of Supervision continue to network with CFN content area Assistant Principals in attracting/capturing HQT
- Mentors are assigned to support probationary teachers and /or unqualified teachers.
- Continue to conduct New Teacher Workshops, informing teachers of School Policies and Procedures, as well as Core Standards and Instructional Objectives.
- Attracting highly qualified teachers will improve student performance, contributing to students meeting cohort graduation requirements within a 4-year time frame.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Refer, as needed, students to community based organizations, providing families with counseling services. Students and families will be referred to the following agencies:
 - Administration for Children Services
 - Crisis Intervention Services / LIFENET
 - Bensonhurst Mental Health
 - Coney Island Hospital
 - Jewish Board of Family & Children's Services
 - Maimonides Medical Center
 - Freedom From Fear
 - Mobile Crisis Team
 - Cognitive-Behavioral Therapy
 - The Door
 - Center for Family Life
 - Family Support Center
 - Recommend AIS to students in jeopardy of not meeting cohort graduation requirements, supporting the lowest third, as well as Students with Disabilities and Limited English Proficient students, as these are the subgroups that are not meeting the cohort graduation rate. Specifically, the following AIS will be utilized: Circular 6 Tutoring, NHS Tutoring, Regents Preparation, Saturday Academy Credit Recovery w/ Make-up Science Labs, Extended Day, Credit Recovery by Application and Summer School.
 - Conduct guidance lessons with literacy students, providing social skills training for at-risk student, as well as supporting students in overcoming behavioral and academic obstacles that may impede their ability to meet cohort graduation requirements in a timely manner.
 - Conduct, at the beginning of every term, Student Orientation sessions for the entire student population, setting clear expectations with regard to graduation requirements, Disciplinary Code, attendance outreach, AIS and guidance support services, providing support and opportunities to remediate deficit academic skills and accumulate credits so as to meet cohort graduation requirements within a 4-year time frame.
 - Conduct annual anti-bullying seminar for all freshmen, supporting and informing students of effective ways to avoid and deal with bullying situations. Additionally, provide all students the opportunity to participate in FHHS's Peer Mediation and Conflict Resolution Program either as mediators or participants.

These services are integral to our ability to run a highly effective and safe teaching and learning environment. All services are imbedded in our yearly routines,

and where indicated, provided on an at-need basis.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title III – Academic Intervention Services; Tutorials and Regents Preparation; Saturday School

Tax Levy – Professional development regarding the differentiation of classroom instruction; targeting the lowest third.

Tax Levy – Project Success staffing

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4 (Attendance Rate)

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

To continue to support and fine-tune Project Success, Fort Hamilton High School's attendance team / program, resources to achieve 90% student attendance before reversals, aligning scholarship and readily meeting the Chancellor's 90% minimum attendance standard by June 2012.

Comprehensive needs assessment

An analysis of the 2008-2009, 2009-2010 and 2010-2011 ATS attendance reports indicate an average attendance rate of 90.0%. This statistic is noteworthy and impressive, meeting the Chancellor's 90% minimum attendance standard. However, this statistic reflects Fort Hamilton High School's attendance statistic after 1 and 3 periods of attendance. NB: DOE Attendance Law and Policy permits and requires that students' daily attendance be reversed from absent to present if the student is present for 1 period. This reversal is done manually, while the reversal of attendance for 3 or more periods is an automatic function on ATS. This being so, Fort Hamilton High School's attendance statistics prior to reversals must be targeted, as this statistic reveals a cutting problem which affects scholarship in select classes.

The following numbers are apparent:

Current Attendance Analysis	Goal
Average Attendance Statistic before reversals = 82.8%	8% increase, readily achieving 90% before reversal

The 8% increase (344 students out of 4300) in attendance, before reversals, targets students' cutting behavior and has proven to be successful with regard to attendance, scholarship and graduation rates overall.

Similar to the barriers which impede our graduation rate: a deficient incoming ninth grade class – 50%, an exceeding building capacity – 160% and a burgeoning ELL and immigrant population 25% combined, with a high mobility rate, all negatively impact student attendance. The deficit in our incoming class includes our literacy students and ISS that historically have an attendance rate less than 75%. This is also true of our ELLs; average attendance rate is approximately 75.87% daily before reversal. Finally, the inability, due to overcrowding to offer reduced classes across the content areas may negatively impact student attendance, as the class size is, in most instances, at the contractual limit.

Instructional strategies/activities

Activity #1 - Data Reflection

- Guidance counselors and attendance school aides, and family assistants review ATS attendance reports bimonthly via Case Conferencing, ensuring that cutting behavior is addressed immediately, decreasing the likelihood of chronic attendance problems.
- Guidance counselors and grade advisors review student scholarship every marking period via a review report card and Datacation / Skedula/Pupil Path, as well as ARIS attendance reports.

Activity #2 - Improving Communication

- Guidance counselors and attendance personnel communicate attendance expectations to students and parents via guidance conferences, home visits,

phone calls, letters, Datacation / Skedula / Pupil Path.

- Guidance counselors meet with all students during Programming and Progress Interviews, social skills guidance lessons, individual and group counseling and inform students of academic and attendance expectations.
- Teachers refer students to Project Success after 2-3 consecutive absences and inform parents via Pupil Path, letters and phone calls of potential attendance problems, readily identifying cutting behavior.

Activity #3 – Providing Intervention and Support Services

- Providers of services collaborate with each other, as well as with community-based organizations, ACS if necessary, to expand services that support parents and students in meeting the school's instructional and attendance expectations.

Targeted populations: All students not meeting 90% attendance rate.

Responsible staff members: Guidance Counselors, Teachers, Project Success personnel (attendance teacher, family assistants and attendance school aides)

Strategies to increase parental involvement

- Inform parents and students, via scheduled Guidance Conference, of psycho-emotional issues that are impacting students' progress towards graduation.
- Conduct, each term, Programming and Progress Interviews with students, reviewed by parents, informing parents and setting clear expectations for students, ensuring that all students meet cohort graduation requirements in a timely manner.
- Provide parent workshops, via monthly PTA meetings, on graduation requirements, AIS services and college and career information, assisting parents in supporting their child in meeting academic and psycho-social expectations, as well as the Chancellor's 90% minimum attendance standard.
- Inform and train parents in accessing www.pupilpath.com to track and monitor their child's attendance and academic progress.
- Provide the parents of ELLs Parent Workshops during Saturday Academy, assisting parents in English language acquisition, as well as informing the parents of the Chancellor's Instructional expectations and 90% attendance standard, and graduation requirements.

These strategies will increase parental involvement, keeping parents and students informed and accountable, providing vital information and skills to assist students in meeting the 90% attendance standard.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Assistant Principals of Supervision continue to maintain and nurture partnerships with the NYC Teaching Fellows program.
- Assistant Principals of Supervision attend hiring fairs.
- Assistant Principal of Organization continues to work closely with CFN liaison, providing information and support on proper and updated licensure of new teachers.
- Assistant Principals of Supervision continue to network with CFN content area Assistant Principals in attracting/capturing HQT.
- Mentors are assigned to support probationary teachers and /or not qualified teachers.
- Continue to conduct New Teacher Workshops, informing teachers of School Policies and Procedures, as well as Core Standards and Instructional Objectives.
- Attracting highly qualified teachers will improve student engagement, contributing to students' attending school on a regular basis.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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 addresses when possible and establish contact with parent(s) via Skedula / Pupil Path. Chronic, unresolved cases, will be referred to Project Success, Attendance Squad. The coordinator will assist in the early identification of at-risk students 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.

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-annual Alternative Education Fair. When warranted, psycho-social support, i.e., counseling and outside mental health / family support services will be extended.

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 (all activities included):

- AP Organization
- AP PPS
- Assigned Family Assistants
- Attendance Teacher
- Case Conferencing Teams
- Guidance Counselors
- Principal
- Project Success Coordinator*
- Teachers

Refer, as needed, students to community based organizations, providing families with counseling services. Students and families will be referred to the following agencies:

- Administration of Children Services
- Crisis Intervention Services / LIFENET
- Bensonhurst Mental Health
- Coney Island Hospital
- Jewish Board of Family & Children's Services
- Maimonides Medical Center
- Freedom From Fear
- Cognitive-Behavioral Therapy
- The Door
- Center for Family Life
- Family Support Center

- Recommend AIS to students in jeopardy of not meeting cohort graduation requirements, supporting the lowest third, as well as Students with Disabilities

and Limited English Proficient students, as these are the subgroups that are not meeting the cohort graduation rate. Specifically, the following AIS will be utilized: Circular 6 Tutoring, NHS Tutoring, Regents Preparation, Saturday Academy Credit Recovery w/ Make-up Science Labs, Extended Day, Credit Recovery by Application and Summer School.

- Conduct guidance lessons with literacy students, providing social skills training for at-risk student, as well as supporting students in overcoming behavioral and academic obstacles that may impede their ability to meet cohort graduation requirements in a timely manner.
- Conduct, at the beginning of every term, Student Orientation sessions for the entire student population, setting clear expectations with regard to graduation requirements, Disciplinary Code, attendance outreach, AIS and guidance support services.
- Conduct annual anti-bullying seminar for all freshmen, supporting and informing students of effective ways to avoid and deal with bullying situations. Additionally, provide all students the opportunity to participate in FHHS's Peer Mediation and Conflict Resolution Program either as mediators or participants.

These services are integral to our ability to run a highly effective and safe teaching and learning environment. All services are imbedded in our yearly routines, and where indicated, provided on an at-need basis.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy – Professional development for teachers on attendance/Project Success procedures.

Tax Levy – Guidance support services; Project Success staffing, supporting the lowest third.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	319	358	335	274	105	0	9	7
10	130	460	389	259	132	0	4	6
11	122	175	130	77	82	0	1	6
12	45	132	42	61	66	0	2	2

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p> <ol style="list-style-type: none"> 1) Double Period of English for students scoring 1-2 on 8th grade ELA 2) ESRP—Interdisciplinary Studies For Grade 10 3) Regents Preparation-E7R 4) School-Credit Recovery E7XDHS-Fall term E8XDHS-Spring term 6) Saturday School—Tutoring 7) Regents Tutoring 8) Title III Immigrant Program 	<p>AIS: Additional period of English for at-risk 9th graders Strategy: Ramp Up Curriculum Delivery: Whole class daily instruction Provided: Daily for one year</p> <p>AIS: Interdisciplinary Studies—ESRP Strategy: Test prep, reading comprehension and writing strategies for PSAT/SAT and all content Regents exams across the disciplines. Delivery: Whole class daily instruction Provided: Daily for one term in 10th grade in addition to English</p> <p>AIS: ELA Regents Preparation—E7R Strategy: Test prep strategies for ELA Regents Delivery: Whole class daily instruction for one term Provided: To students who failed ELA in conjunction with English</p> <p>AIS: Credit-bearing Strategy: Curriculum aligned to English 1-8 Delivery: During the regular school day Provided: To students in need of credit recovery in English as an additional class.</p> <p>AIS: Saturday School Tutoring in ELA Strategy: Instruction and practice for ELA Regents Delivery: small group, classroom atmosphere Provided: To students who failed or were not tested in ELA Regents</p> <p>AIS: ELA Regents Tutoring Strategy: Instruction and practice for ELA Regents Delivery: small group/one-on-one tutorial Provided: after school</p>

Mathematics

- 1) AIS Tutorial Opportunities
- 2) Credit Bearing Opportunities
- 3) Math Coach
- 4) Increased implementation of Technology in Instruction
- 5) Intervisitation to share best instructional practices – monthly
- 6) Professional development opportunities and mentoring of teachers
- 7) Academic supports for subgroups

- AIS Tutorial Opportunities
 - Circular 6 Tutoring daily
 - Destination Math online tutorials
 - Math Department sponsored peer tutoring daily
 - National Honor Society Peer Tutoring – 2-3 times a week
 - Saturday School weekly
 - SIFE
 - Title III Immigrant Program
- Credit Bearing Opportunities
 - Extended Day – each semester
 - Saturday School – each semester
 - Summer School
- Math Coach
- Increased implementation of Technology in Instruction:
 - Computer Adapted Assessments
 - IPADs
 - Laptop/Projectors
 - Mobile Labs
 - Periodic Assessments-Acuity
 - Smart Boards
 - Teacher Resources
- Intervisitation to share best instructional practices – monthly
- Professional Development opportunities and mentoring of teachers
 - Small group activity/Teacher Teams
 - 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 - LTE
 - Test modifications for ELLs who scored “Proficient” on the Spring 2011 administration of the NYSESLAT
 - ISS
 - ICT Classes
 - Resource Room
 - Self-Contained

<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 2011 and ending in June 2012 – 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. . After-School Regents/RCT Review during December 2011 and January 2012 and then during May 2012 and June 2012 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 2011 to June 2012 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. <p>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 consist of four one-hour segments, enabling students to complete up to four hours of lab work. In addition, Saturday School offers credit recovery opportunities for students deficient in the required amount of science credits to graduate or to progress with their cohort, consisting of two, two hour sessions for approximately 15 sets every term.</p>
<p>Social Studies</p>	<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. . 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.
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Starting in November 2011 and in March 2012, students engage in 8-10 lessons of “Overcoming Obstacles” curriculum on social skills training.</p> <p>Throughout the 2011 / 2012 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 2011 and the Spring 2012 terms, counselors conduct Programming and Progress Interviews, reviewing academic status and planning / projecting programs based on state and city academic</p>

	<p>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>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 agencies in order to provide any assistance that can benefit the student. In addition, the school social worker assists parents with understanding their due process rights when having their child tested for special education services.</p>
At-risk Health-related Services	<p>Starting September 2011 and ending June 2012, 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.</p> <p>Additionally, during the 2011 / 2012 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.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.



DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK

FORT HAMILTON HIGH SCHOOL

Celebrating 70 years of "Excellence in Education."

Jo Ann Chester
Principal

8301 SHORE ROAD
BROOKLYN, NY 11209
Phone (718) 748-1537
Fax (718) 836-3955

Principal's Attestation Form 2011-2012 NCLB School Improvement Parental Notification Requirements

I, **Jo Ann Chester**, principal of **Fort Hamilton High School (DBN 20K490)**, as indicated by my signature below, attest that the parent notification activities outlined on the chart below have taken place in accordance with the No Child Left Behind (NCLB) requirements for our school. Parents have been promptly notified of the school's designation by the New York State Education Department as **Restructuring-Advanced**, and of the entitlements available to eligible students in the school.

NCLB Parental Notification Requirements (CHECK ONLY ONE BOX)

State Accountability Status	Title I Schools	Non-Title I Schools
Improvement - Year 1	<input type="checkbox"/> Parent Notification Letter and SES Information	<input checked="" type="checkbox"/> Parent Notification Letter
Improvement - Year 2	<input type="checkbox"/> Parent Notification Letter, SES Information, and NCLB Choice Information	
Corrective Action - Year 1		
Corrective Action - Year 2		
Restructuring - Year 1		
Restructuring - Year 2		
Restructuring - Advanced		

As a result of our school's State Accountability status and Title I status, I certify that the required parental notification actions checked above took place.

PRINCIPAL'S SIGNATURE

DATE

Please note: This form and a copy of your school's customized parent notification letter should be emailed to OSD@schools.nyc.gov or faxed to 866-857-0758 by Tuesday, January 31. The original signed Principal's Attestation Form and parent notification letter must be maintained at your school in case of federal or state audits.

January 2012

Dear Parent or Guardian:

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that have been proven to be effective. The New York City Department of Education (NYCDOE) is committed to helping all schools reach high standards for student achievement and giving every child in every school a quality education. We are making progress, but there is still a lot of work that needs to be done for all our children.

For 2011-2012, the New York State Education Department has identified our school **20K490/Fort Hamilton High School as a Restructuring (advanced) Comprehensive**, as required under federal NCLB rules and the State's Differentiated Accountability system. This means that our school has, so far, not made what is called adequate yearly progress (AYP) toward meeting the State proficiency level in **HS ELA and Math**.

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. I am confident that the interventions and exciting new programs that have been introduced citywide and at our school will make this school year a successful experience for your child. Some of the interventions and programs that are being implemented are:

The following academic supports will facilitate the achievement of this goal:

- AIS Tutorial Opportunities
 - Circular 6 Tutoring
 - ELL Success Grant
 - Greatest Generation Scholarship Grant for NYSESLAT
 - National Honor Society Peer Tutoring
 - Regents Per Session Tutoring
 - Saturday Academy
 - SIFE
 - Title I
 - Title III
- Annualized Ramp-Up Double Period 9th grade in ELA
- Move ELLs into Bridge Level (double period) aligned to Workshop Model to provide ELA Regents prep
- Continue to implement Writing Portfolios in every English class to assess student progress
- Credit Bearing Opportunities
 - Extended Day Program
 - Saturday Academy
 - Summer School
 - OPAL (Title II D) Grant (ISS)
- Interdisciplinary Studies for 10th grade students
- College Now Regents Prep
- Literacy/Math Coaches
- Increased implementation of Technology in Instruction:
 - Computer Adapted Assessments
 - Datacation/Skedula
 - Ed Performance/Periodic Assessments
 - Laptop/Projectors
 - Mobile Labs
 - Smart Boards
 - Teacher Resources
- Intervisitation to share best instructional practices

- Professional Development opportunities and mentoring of teachers
 - Small group activity
 - Think Pair-Share
 - Specific strategies to improve critical reading skills and vocabulary development and expansion
- Academic supports for subgroups
 - ELLs – Bilingual Math (Destination Math)
 - ESL – Achieve 3000, EMC Literacy Program for long-term ELLs, Q-Tel, SIFE
 - Learning A to Z (Web-based program for lower level students)
 - NEO Triple Instructional Block
 - LBRE (Transitional ELA)
 - LT40/LSRP (Transitional ELA)
 - Rosetta Stone
 - Test modifications for ELLs who scored “Proficient” on the Spring 2009 and 2010 administration of the NYSESLAT
 - Writing support utilizing Vantage My Access (computer-assisted writing program)

- ISS
 - ICT Classes
 - Resource Room
 - Self-Contained (Wilson/Rewards Methodology implemented in Literacy classes)

I ask that you support your child by making sure that she/he comes to school every day on time. Make sure that all homework assignments and school projects are completed on time. I also invite you to participate in all school activities. Stay in close contact with our Parent Coordinator and your child's teachers to monitor your child's academic progress. Tell teachers you want to hear from them as soon as problems occur so you can work together to find solutions. I also encourage you to become active in the school's Parents' Association and School Leadership Team.

If you would like information on how our school compares academically to other schools in the district, you can request a printed copy of the school's report card from our **Parent Coordinator, Francine DePrima**. She can be reached at **(718) 748-1537 Ext. 1503**. All school report cards can also be viewed online on the State's nySTART website at <https://www.nystart.gov/publicweb/>.

Thank you for your continued support and cooperation. Our entire school staff is looking forward to a successful year for our students and school community. If you have any questions or concerns, please feel free to contact me at **(718) 748-1537**.

Sincerely,

Jo Ann Chester
Principal

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

CEP Appendix 6

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll/ W. Bonner	District 20	Borough Brooklyn	School Number 490
School Name Fort Hamilton High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Jo Ann Chester	Assistant Principal Dorish Muñoz Fuentes
Coach Nikki Maratos-Literacy	Coach Jill Pitarresi-ESL
Teacher/Subject Area Barbara Codd	Guidance Counselor Myriam Colon De Pagan
Teacher/Subject Area Maria Gallosa-NLA	Parent Sandy Vallas
Teacher/Subject Area Da Cong Zhang-Bil	Parent Coordinator Francine DePrima
Related Service Provider Ana Fastag Calvajal	Other Brian Loudon/LAB/BESIS Coord.
Network Leader William Bonner	Other Amy Bossak-Math Coach

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	15	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

D. School Demographics

Total Number of Students in School	4348	Total Number of ELLs	910	ELLs as Share of Total Student Population (%)	20.93%
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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. 

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

The names of the all the staff members who compose the 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 15 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 Ishiki (Chinese), and Dennis Lee (Chinese).

Review of the School Statistical Report (RSAC) indicates that there are 4348 students as of 10/21/11 (4419 as of 9/22/11 and 4386 in 2010) students on register for the Fall 2011 semester including 910 (937on 9/22/11) English Language Learners (ELL), who are identified by LEP indicator value of Y. There are 769 (792 as of 9/22/11) Entitled General Education and 141 (145 as of 9/22/11) 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 20.93% (21. 20% as of 9/22/11). 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 4348 as of 10/21/11(4419 as of 9/22/11) including .16% American Indian/Alaska Native, 30.45 % Asian, 30.10 % Hispanic, 5.05 % Black, 33.57 Caucasian, .04 % Multi-Racial, and .59 % Code not entered. The % by sex is 53.56 % males and 46.43 % females. Review of this report indicates that enrollment of Caucasian students continues to be the highest with a slight increase of Asian students (.24%) and a decrease in Hispanic students (15 %). Many of the students enrolling over-the-counter have been identified as English Language Learners.

As of 10/21/11, ten entitled students were transferred to a "NO SHOW" official class. They were absent the entire month of September. Two of these students were discharged. Subject class teachers are instructed to remove students from class register and forward book receipts to subject area Assistant Principals. Guidance Counselors keep all cumulative folders in the Guidance Counselor's office.

Family Assistants put totals on attendance cards and forward them to the attendance office. Upon the students' return or re-admit, students are programmed and records are placed in the active file.

1

Prior to registering at Fort Hamilton High Schools, parents report to the high school placement center to begin the registration process. It is at this time that parents inform the school system of their preferred language pursuant to the Home Language Identification Survey (H-LIS) form. 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 with the assistance of licenced pedagogy. 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 also enable us to determine which students are eligible for the LAB-R or not entitled for services. These surveys are completed only once in a student's school career and an immediate determination of student's home language and eligibility for LAB-R testing is made upon their completion. Copies of the Home Language Identification Survey (HLIS) and the Parental Choice forms are kept on file in the Foreign Language/ESL office and the originals are forwarded to each students' guidance counselor to be place in their cumulative folders.

This year, we began to enter Parental Choice on ATS for newly admitted and LAB-R tested and identified ELL students. We ensure that the date the LAB-R was administered matches the date entered on the LAB-R scan document, whether the parent was provided an orientation explaining the three ELL programs offered in NYC, which program the parent chose, and the program in which the student was placed. This is completed for each ELL new admit as soon the student is placed in an ELL program, no later than 10 days afterwards. This procedure will help the school monitor the parent's choice regarding ELL programs whenever a student is admitted to our school as a transferred ELL student or as a newly admitted student. It will also assist us in generating documentation regarding parental choice. All parents of newly admitted students and those who wish to exercise their opt-out option from a transitional bilingual program are given the opportunity to view the Parent Video in order to make an educated decision regarding their child's program placement.

Given that New York City is in Corrective Action for the Identification of LAB-R eligible students, on Wednesday, November 9, 2011, we had an English Language Learners Parent Choice Program Audit. Jo Ann Chester, Principal, Dorish Munoz Fuentes, Assistant Principal Foreign Language/ESL, and Brian Loudon, LAB-R/BESIS Coordinator provided information regarding the school's general intake process for newly admitted English Language Learners and documentation for review for five newly admitted ELL students: how each student's parent/guardian was notified of ELL choices; how the placement decision was made; and how the school informed the parents of the student's program placement. We were able to demonstrate that procedures at Fort Hamilton High School are aligned to the DOE and New York State mandates. As a result of this visit, we have implemented the following structures in order to enhance our intake process for newly admitted ELL students: All copies of Program Placement letters will be kept on file; a Student and Parent Orientation Agenda with a tear-off indicating that the parent understood all instructional programs and procedures regarding over-the-counter registration; the parent signs the parent signs as a Second Language Learner; **This school serves the following grades (includes ELLs and EPs)** 1 2 3 4 5 6 7 8 9 10 11 12; the number of parents selecting a Transitional Bilingual Program in lieu of an English program; and the number of parents who have opted out of the program on a monthly basis in order to monitor parental choice in instructional programs.

Students are informally interviewed in English (informal oral interview) by the LAB-R/NYSESLAT/BESIS coordinator (Paisley Rew (on Sabbatical)/Brian Loudon, I.A.) and in their native language by staff members who are native speakers. Mr. Loudon speaks Spanish and Ms. Jill Pitarresi, ESL Instruction Coach speaks Chinese. 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 Spanish LAB-R 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 parents' choice of ELL program within the ten days of enrollment, if the student is an ELL. After completing the HLIS and conducting the LAB-R, parents are notified in writing in their target language and in English of their child's status as an ELL. When official scores are available, we review the scores in order to ensure that the official score matches the "unofficial" hand score. Every effort is made to ensure that the biographical data is bubbled-in correctly on answer documents, thereby reducing the data exceptions which result in students' scores not being recorded. Students who are not entitled based on the LAB-R are interviewed and programmed by guidance counselors for mainstream classes.

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 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. Although we were more successful in administering the initial assessment for all over-the-counter registrants within 10 school days of initial enrollement as per CR Part 154 during the 2010-2011 school year, several students were not assessed.

This year, we have implemented new procedures in order to schedule students for the LAB-R the same day they register. Other times, we give the students an appointment to return to school on the following day. We schedule the administration of the test and provide the student with an entrance pass which is presented upon arriving at the school. The entrance pass reads as follows:

This student is scheduled to take the NEW YORK STATE LANGUAGE BATTERY-REVISED LAB-R exam. Please admit the student into the building and, if possible, escort the student to room 855 in the Foreign Language/ESL department. Please contact Mr. Loudon, LAB-R/BESIS Coordinator, at ext. 8554 if you have any questions or concerns.

Name: _____

Date: _____

Time: _____

These procedures facilitate 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. In addition, the LAB-R/BESIS coordinator has distributed a "Locating Students for LAB-R Testing" memo to all teachers of ELL students requesting their assistance in locating students who have registered at FHHS, but due to equalization and registration constraints, have not been located in order to test them. If the teachers have these students enrolled in their classes, they are instructed to direct the students to the Foreign Language/ESL office for LAB-R scheduling. As of October 1, 2011, thirteen students have been identified and subsequently tested following this outreach. If students have been absent for the entire month of September immediately after registering (have not reported to their classes), they will be programmed for a NO SHOW official class. Students will be tested upon returning to school. Parent outreach via Project Success has also been made for these non-attending students in order to determine if they have moved or are attending another school.

During the registration process, parents indicate the language they wish to have information disseminated to them. Since the first administration of the Academic Language and Literacy Diagnostic (ALLD) in 2008-2009, we continue to administer the test, upon over-the-counter registration, to native speakers of Spanish who were eligible for the LAB-R test if the Home Language Identification Survey reveals that students have had a gap in their instruction. The Oral Questionnaire is administered by teachers who speak the students' native language. Teachers conduct these questionnaires during their professional period. In addition, newly enrolled ELL who speak Spanish are administered the (one-time) Spanish Language Assessment Battery.

1 b.

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 Kawar, teacher of ESL; Ping Chen, Lydia Li, Joanne Zhen, teachers of Chinese NLA, Li Neng Li, teacher of ESL; Ronny Rodriguez, teacher of ESL and Spanish NLA, Lies Castillo, Maria Magdalena-Timoner, Saraí Soto, teachers of Spanish; Maria Gallosa and Jacqueline Rico, teachers of Spanish NLA, and Dorish Muñoz Fuentes, AP FL/ESL and teacher of Heritage Spanish (if necessary) via individual interviews and placement tests in the respective native languages.

We have two certified ESL teachers who are on Sabbatical leave this school year.

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 and/or English. 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, Chinese, and Spanish to take placement tests in ESL, NLA, Math and Science. Many native speakers of Arabic, Chinese 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 if parental choice documentation is not on file in the students' permanent records and if Continued Entitlement Letters are not returned to school by parents. Many of these students do not read or write in Arabic, Chinese 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), and annual administration and evaluation of scores on the Chinese Reading test and EL Examen de Lectura (ELE). Ongoing evaluation of students' speaking, reading, and writing skills in English is conducted via the annual NYSESLAT. 1 c.

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, Brian Loudon, LAB-R/BESIS coordinator, and Jill Pitarresi, ESL Instructional Coach 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 in English and target languages informing the parents of the exam. Parent letters written in the target language are mailed home informing parents of the dates of the administration of the NYSESLAT. In addition, NYSESLAT information is also disseminated to parents via DATACTION: Pupil Path.

We use the LAB-R and NYSESLAT Eligibility Roster-(RLER) to review LAB-R eligible students and the LAB-R and NYSESLAT Exam History Report-(RLAT) and/or the NYSESLAT Combined Modality Report (RNMR) to review students' exam history. We run the RLER ATS report on a regular basis in order to identify students who are eligible for the administration of the LAB-R test within the required 10 days and/or to make necessary corrections regarding a student's home language in ATS. We also review the weekly ATS printout of LAB-R students from ATS who have registered within the past five to ten days. In addition, we use the Students with Interrupted Formal Education-RSFE Report to ascertain which students have had a gap in their formal education.

Additional ATS reports that we use to ascertain information regarding English Language Learners' assessment, programming and other student history are the following: RLAB for LAB scores, Extension of Services Request (RBEX), Years of Service Report (RYOS), Home Language Aggregation (RHLA). Additional reports are available for review. Specific reports can be obtained from the program office if we are unable to print documents in our Foreign Language/ESL department office.

We ensure that appropriate test accommodations (time extension, separate location, bilingual dictionaries and glossaries, method of exam presentation, and resources) are provided for students with an Individualized Education Plan (IEP). On the New York English as a Second Language Assessment Test (NYSESLAT) which is administered in the month of May, all students have as much time as they need to complete the test if the student is working productively after the time allotted for test completion during the planning stages. Approximately seven classrooms are assigned to ISS students which include Resource and X-Coded students.

We ensure that all English Language Learners sit for all four components of the NYSESLAT. Students are given call slips for the administration of the Speaking component. Student testing is conducted individually throughout the school day by teachers during their professional periods and preparation periods, if necessary. Throughout the past three years, we have piloted various procedures to effectively administer this test in order to ensure that students perform at their highest proficiency level. The Speaking test was administered on April 27- May 20, 2011. Teachers received proctoring assignments and instructed to report to the testing location everyday during the testing period.

This past year we established testing stations in the auditorium where teachers tested students. Other students completed assignments as they waited for their turn under the supervision of teachers assigned to the testing session. Students have multiple days to take the Speaking component if they are absent on the day of administration. He/she is then scheduled for another day for testing.

Teachers were instructed to review the number of students to be tested per period. The number tested per period was only an estimate of the number of students that could be tested if each proctor completed tests for 3 students each period. May 18, 19, and 20 were

scheduled make-up days. Untested students were sent to the auditorium during periods 2, 3, 4, 6, and 7) and to room 855 during periods 8 and 9 for make-up testing. The Listening component was administered during instructional levels to groups of students during periods 2-10. The Reading component was administered on the second day of the testing session with the Writing component completed on the third day.

In April, a Proctoring and Testing Schedule for the administration of all four components of the NYSESLAT, including make-up dates, is distributed to all teachers by the LAB-R/BESIS Coordinator. Teachers have an opportunity to review their assignments and address any testing concerns. In late April, a NYSESLAT Parent Information Brochure is distributed to students. Students are asked to share this information with their parents or guardians. This brochure describes the NYSESLAT and how it measures the progress of ELL. Parents also learn what they can do to help their children meet the challenges 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 2011 NYSESLAT. These figures reflect the number of students registered at our school in May, 2011.

Grade	Scheduled	Present for one	% Taking	Scheduled	Present	% Taking
	General Ed.	or more		ISS Students		
9	245	176	72%77	64	83%	
10	321	275	86%50	34	66%	
11	127	104	82% 5	3	60%	
12	90	70	78% 6	5	83%	
Total	783	625	80%138	106	77%	

Review of the chart indicates that participation was the highest at the 10th grade general education and 9th grade ISS level. Students were present for one or more sections of the exam. Many of the 9th grade students took the test at feeder schools. In-coming 9th graders who registered late in Intermediate schools during the Spring term, after the NYSESLAT, were not administered the LAB-R. We, in turn, assessed the students' language proficiency during our June ELL assessment period.

On May 23-May 26, 2011, we administered the NYSESLAT make-up exam. 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 28% 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.

2

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 oral and written information in the target language regarding the programs. We explain the three programs and inform the parents that at Fort Hamilton High School, we do not have a Dual Language Program. We also inform parents that if they are interested in a Dual Language program, we will document their interest and upon having more than 20 students on grade level requesting placement in a Dual Language program, we will implement the program provided that we are able to hire a licenced teacher.

The following certified staff members who explain all three programs available to English Language Learners are Brian Loudon, LAB-R/BESIS Coordinator; Jill Pitarresi, ESL Instructional Coach; Dorish Muñoz Fuentes, Assistant Principal (if necessary); and teachers Joanne Zhen, Chinese Native Language Arts, Li Neng Li, ESL and Chinese Native Language Arts, Jacqueline Rico, Spanish Native Language Arts, Christine Kawar, ESL and Arabic Native Language Arts. These teachers have received training in the process for identifying English Language Learners. Support to parents is provided during teachers' professional periods.

Throughout the school year, parents request to meet with the LAB-R/BESIS coordinator to discuss their parental options regarding their children's education. At this time, the components of the programs are reviewed, parents again are given the opportunity to view the video which explains the programs, and then 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. If parents exercise their parental option without viewing the video, we request that they indicate on the form that they chose not to view the video. Many parents state that they have "no time" to view the video.

3

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. Entitlement letter records are kept on the students' individual in-house Profile Cards. Entitlement is noted on the students' Profile Card. If the school has not received the Entitlement letters from parents of students who register at the on-set of the school year by the end of equalization of classes or within a three week period after over-the-counter registration, the program for English Language Learners is a Transitional Bilingual program (by default). Placement is noted on the students' profile card. Guidance counselors are notified of any program changes if parents, via the returned letters, indicated that they have opted to exercise their parental choice to change their child's program.

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 date these letters are sent out is documented on the students' Profile Card which includes student data and kept in the Foreign Language/ESL office. If parents do not return entitlement and continued entitlement letters, the default program for ELL is Transitional Bilingual Education as per CR Part 154. Parent Survey Selection forms are completed upon initial registration and filed both in the Foreign Language/ESL department office and the students' cumulative folders in the guidance counselors' office.

Individual Student Parent Reports and Parent Report Interpretive Guides in target languages (Chinese (simplified), Haitian Creole, Korean, Russian, and Spanish) are provided for each students' parent/guardian with the results of the child's NYSESLAT. These letters notify parents of the progress made by their children. 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 Transitional Bilingual Education (default program) 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" children must receive English as a Second Language Instruction and they are strongly encouraged to continue Native Language Arts instruction. Guidance counselors are notified via email of students whose programs do not reflect the parental choice. On occasion, student programs do not reflect parental choice because students have completed the NLA track. This year, the results of the NYSESLAT along with an explanatory note, in target languages, were sent out to all parents with the Continued Entitlement letters.

The Continued Entitlement letters which are returned reflect that parents choose to have their children remain in the same program. The bilingual guidance counselors 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 and up to six years. This report ensures that the school receives State funding for these students and highlights academic intervention services provided to these students during the school day. Many of these students are struggling to pass their classes because they lack the skills necessary for success at the Intermediate levels or higher 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-R/NYSESLAT/BESIS coordinator ensures that information regarding students identified as English Language Learners (including newly admitted students) is collected and documented on the BESIS Report. We do not offer a Dual Language Program. The Bilingual Education Student Information Survey (BESIS) captures information on students identified as English Language Learners (ELLs), including their placement in bilingual, ESL, or dual language programs. Data from the survey are used to determine the amount of state aid we receive for ELLs and to determine compliance with state accountability requirements.

4

Students are 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-R/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. They view the parent video that explains the programs in their native language. The video is readily available via a lap-top computer which is kept in the Foreign Language/ESL office. If we have more than one family registering at one time and available to view the video, we show the video in our Mini-Media Center. Parents 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 program choice for their children.

5

We monitor the trends in parent choice by reviewing our in-house Over-the-Counter Registration Parent Sign-in Log in which parents' preferred program of choice is recorded. We ensure that this information matches the copies of the Parent Survey and Program Selection Forms kept on file. Original copies are forwarded to the students' guidance counselors. This tally system enables us to determine how many parents select Transitional Bilingual programs in lieu of ESL programs for any given time period. At the end of each month, we log-in the number of Transitional Bilingual and ESL selections.

Review of the Parent Survey & Program Selection forms 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 for which we do not have a bilingual program 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 few years were 514/287 in 2008-2009, 593/223 in 2009-2010, 612/292 in 2010-2011, and 569/358 in 2011-2012 respectively.

6

Standards-based instruction that prepares students to think critically, solve problems and communicate, for college and career readiness in the language of instruction, and intervention 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.

ELL Programs:

The number of annualized classes/periods for each Self-Contained ESL and Transitional Bilingual program models offered at FHHS for the Fall 2011 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 Global History I classes are in the 9th grade, students in Global History 3 are in the 10th, and US History 5 are in the 11th grade.

ESL NEO/NEW Newcomers	(3 pds/day)	1 class
ESL NEO Enrichment	(1 pd/day)	1 class
ESL LBI Beginner		
	(2 pds/day)	4 classes
ESL LB1L Beginner (LAB)	(1 pd/day)	4 classes
ESL LI1/LI1L Intermediate	(2pds/day)	8 classes
ESL LPT Pre-Transitional	(2 pds/day)	7 classes
ESL LPT Pre-Transitional ISS	(2 pds/day)	2 classes
ESL EBRE- Regents Preparation	ELA for ELL (1 pd/day)	1 class 2 classes
ESL TRANS 2 LT2	(2pds/day)	4 classes
ESL TRANS 1 ISS		2 classes
ESL TRANS LT4-ESL Regents Prep	(2 pds/day)	1 class
ESL TRANS LT5-ESL Regents Prep	(2 pds/day)	1 class
ESL PUBLIC SPEAKING 1	(1pd/day) -in conjunction with ENGLISH (E76)	1 class
ESL ISS Pre-Transitional	(2pds/day)	1 class
ESL ISS Transitional	(2pds/day)	1 class
ESL Earth Science 1	(1pd/wk)	7 classes
ESL Living Environment (1 pd/day)	(1 pd/day)	4 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)	4 classes
ESL Participation in Government	(1pd/day)	1 class
ESL INT ALG TERM 1 OF 2	(1pd/day)	3 classes
GEOMETRY TERM 1 OF 2	(1 period/day)	2 classes
NLA Level 1/2 (1 pd/day)		Chinese (4) 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)
Advanced Placement Language (1pd/day)		Chinese (4) Spanish(1)

Transitional Bilingual instruction is provided using the following percentile ratio of NLA usage/support: 60%-40%, 50%-50%, 75%-25%.

Global History 1/2	(1pd/day)	Chinese (4)	Spanish (1)
Global History 3/4	(1pd/day)	Arabic (1)	Chinese (3) Spanish (1)
US History 1/2	(1 pd/day)	Chinese (4)	
Participation in Government	(1pd/day)	Chinese (2)	
Living Environment	(1 period/day)	Chinese (6)	Spanish (1)
INT ALG TERM 1 of 2	(1 period/day)	Chinese (2)	Spanish (1)
INT ALG TERM 1 of 3	(1 period/day)	Chinese (1)	
INT ALG TERM 4 OF 4	(1 period/day)	Chinese (1)	

The number of English Language Learners in each language group is reported in the Home Language Report 490 (RHLA). 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. It does not indicate all the languages that represent our student enrollment. For this reason, we have listed the total number 769 (as of 10/21/11) in the Freestanding English as a Second Language chart given that all English Language Learners are mandated to take ESL classes. Daily changes in this total number 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.

Of the 93 of the students who were eligible for the LAB-R , 56 were entitled to Bilingual/ESL services. 24 students tested were not entitled for services. 11 students are scheduled to take the test on October 28, 2011, 1 student is now enrolled in FDR, but appears on our enrollment list. Our in-take secretary has been informed. Steps have been taken to remove the student from our enrollment list. Finally, 1 student was tested last year, but his score was invalid. Answer documents have been submitted for an official score. We are in the second initial assessment cycle. Answer documents will be submitted in November, 2011.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
--	--

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s): Arabic, Chinese, and Spanish
Dual language program	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	910	Newcomers (ELLs receiving service 0-3 years)	601	Special Education	140
SIFE	76	ELLs receiving service 4-6 years	113	Long-Term (completed 6 years)	40

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. [i](#)

	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	474	27	0	73	10	0	22	5	0	569
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	155	13	17	114	11	57	89	6	63	358
Total	629	40	17	187	21	57	111	11	63	927

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

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

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
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		
	EL L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

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										50	58	11	13	132
Chinese										157	184	89	60	490
Russian										1	3	2	1	7
Bengali										0	5	0	0	5
Urdu										10	5	3	0	18
Arabic										21	46	16	6	89
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										1	0	1	1	3
Punjabi										0	0	0	0	0
Polish										0	0	1	1	2
Albanian										1	3	1	1	6
Other										2	12	1	2	17
TOTAL	0	243	316	125	85	769								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1

The organizational models of instruction at Fort Hamilton High School are the following: English Language Learners receive English as a Second Language and Native Language Arts instruction in Arabic, Chinese and Spanish by certified teachers in the Foreign Language/ESL

A. Programming and Scheduling Information

department. We do not offer Pull-out or Push-in programs for mandated minutes of ESL instruction. Content Area instruction is provided by certified teachers in the Mathematics, Science, and Social Studies departments. English Language Learners who are Instructional Support Students (ISS) receive ESL instruction by certified ISS teachers in the Instructional Support Students department under the supervision of Joanne Cingari, Assistant Principal.

Self Contained (15:1 – Bilingual students have an Alternate Placement Paraprofessional to assist them and Integrated Co-Teaching (ICT) - (usually 22 Gen ed and 12 ISS students with 2 teachers – 1 Gen Ed and 1 ISS) ELL classes have a double period of Literacy.

Students receive instruction in other required and elective courses which are offered by the Urban Arts department under the supervision of Tom Oberle: Art, Music, Business, and ROTC.

Fort Hamilton High School has 910 English Language Learners (769 entitled General Ed and 141 entitled Special Ed) as of 10/22/11, speaking 25 different languages. We provide standardized and consistent, high-quality instruction to all of our students enrolled in our Transitional Bilingual Education and Freestanding English as a Second Language (ESL) programs. Bilingual programs, including a full program of NLA, are offered in Arabic, Chinese, and Spanish. Chinese and Spanish-speaking English Language Learners are provided with bilingual classes in Living Environment (Biology), Global History I and II, Global History III and IV, US History and Economics. English Language Learners who speak Arabic are provided with bilingual classes in Global History I and II. Finally, all English Language Learners are placed in an “N I & N II, M, or T” homeroom within a Multicultural House according to their grade level. Each house is supported by a Bilingual Guidance Counselor and School Aide. All teachers of English Language Learners are supported by an ESL Instructional Coach, Jill Pitarresi, and representatives from each discipline participate in the ELL Focus Group as recommended by the Joint Intervention Team Review, 2010-2011.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
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 vary depending on the			
	Dual Language		
majority of students in 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, students are given mini-lessons in order to clarify key concepts/discussions. Written			
	Freestanding ESL		
100%			
75%			
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			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

2 a.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Describe your target intervention program for ELL in ELA Math, and other content areas (specify ELL subgroups targeted.)

The targeted intervention programs for English Language Learners who have under-performed in English Language Arts (ELA) are the following: Instruction focuses on strengthening reading comprehension skills and vocabulary development via differentiated tiered activities such as Task Rotations based on students' learning styles. Curriculum has been aligned with the New York State Common Core Standards for English Language Arts. We offer an advanced literacy support class in conjunction with an ESL class for cohort 12th grade English Language Learners below the Transitional level. 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. We have implemented America's Choice Ramp-Up to Literacy curriculum and structure for students enrolled in Transitional English classes and scheduled to take the English Regents in January and June, 2012.

ELA tutoring in reading and writing is available daily in the Library Media Center and Foreign Language/ESL Resource Room 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.

Daily instruction is supported by the Vantage/My Access on-line writing program and Empower3000 on-line reading for students in Transitional classes who are scheduled to take the ELA. Students are able to log-on to Empower3000 at home. Regents-type questions are included in final summary activities and on all examinations in order to provide students with practice in responding to the types of questions they will have to respond to on the Regents. During instructional periods and tutorial sessions, students are provided 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 (ELL Periodic Assessments and PSAT exams). Student portfolios are maintained containing required writing samples assessed with ELA Regents rubrics. Students are offered opportunities to re-take the ELA Regents examination in order to achieve a score of 75+.

Teachers are supported by Literacy and ESL Instructional Coaches. Students have the opportunity to participate in credit recovery via Saturday Academy or the Extended Day Program in order to accumulate credits towards graduation. SIFE grant tutorials offer supplemental instructional opportunities to SIFE/Long-Term (LTE) students.

Students are programmed for Saturday Academy tutorials. In addition, we have implemented DATACATION/SKEDULA to track student progress and as a tool for communication with staff, students, and parents. We have implemented Project Success in order to promote student attendance in English Language Arts classes. Teachers make referrals for students who are cutting or absent and for other student achievement concerns.

Our priority in Mathematics instruction for English Language Learners is to focus on improving vocabulary, writing and mathematical skills for free-response questions and to differentiate instruction based on students' learning styles. Regents-type questions are included in final summary activities and on all examinations in order to provide students with practice in responding to the types of questions they will have to respond to on the Regents.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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Our priority in Mathematics instruction for English Language Learners is to focus on improving vocabulary, writing and mathematical skills for free-response questions and to differentiate instruction based on students' learning styles. Regents-type questions are included in final summary activities and on all examinations in order to provide students with practice in responding to the types of questions they will have to respond to on the Regents.

Specific academic supports for students in Mathematics are: Tutoring via Circular 6 conducted daily in the library; Destination Math on-

A. Programming and Scheduling Information

Students who have passed the ELA Regents examination and have not scored Proficient (P) on the NYSEL AT are programmed for a

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

yearly progress (AYP) and graduate with their cohort. Inter-visitation and Intra-visitation for teachers and Cabinet members with Debriefing sessions across the disciplines are scheduled on a regular basis. A Grade Leader is assigned to each level and works closely

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.

Paste response to questions 1-3 here

Professional Development is the key to successful technology integration. 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 receive training for the 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. Teachers receive training in multiple technologies (Computers, SMART Board, Airliners, iPads) that work in concert to support and access student learning.

We continue to schedule structured Intervisitation for all teachers as well as assistant principals across disciplines in order 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 2011-2012 school year is November 8, 2011. 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, and Test Construction.

In addition, new teachers participating in the SIFE/Long-Term LTE Program 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 will continue to work cooperatively and collaboratively as per the 2009-2010 Quality and Joint Intervention Team 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 differentiated 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, Empower3000, and Vantage My Access Programs.

Tentative dates for In-House Continuous Professional Learning and Collaboration for 2011-2012 to build capacity of the school to work

A Programming and Scheduling Information

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Tentative dates for In-House Continuous Professional Learning and Collaboration for 2011-2012 to build 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 are the following:

- Common Core Institutes October, 2011
- Teacher Teams Bi-monthly-October -June 2012
- Structured Intervisitation across all disciplines Lesson on the identification of symbols in literature) On-going (1st October 24, 2011-Demonstration
- Destination Math Teacher Training and Classroom Modeling On-going
- DATACATION-SKEDULA Training November 8, 2011
- Achieve3000 Teacher Training-NYC Online Getting Started Session September 8, 2011
- Achieve3000 Teacher Training # 2 November 8, 2011
- Achieve3000 Teacher Training # 3 January 30, 2012

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Lesson on

- Destination Math Teacher Training and Classroom Modeling the identification of symbols in literature)
On-going
- DATACATION-SKEDULA Training November 8, 2011
- Achieve3000 Teacher Training-NYC Online Getting Started Session September 8, 2011
- Achieve3000 Teacher Training # 2 November 8, 2011
- Achieve3000 Teacher Training # 3 January 30, 2012
- Vantage My Access Training September 8, 2011

A Programming and Scheduling Information

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 Involvement

Parents are invited to attend Freshman Orientation at the onset of the school year (9/19/11)

1.

Parents are offered the opportunity to communicate with teachers and guidance counselors using Pupil Path. Parents send emails to ascertain their children's present standing in all of their classes (homework, class assignments, risk of failing). Parents are provided with information regarding absences and medical concerns which affect students' compliance with course requirements. Parents provide up-to-date telephone numbers and where they can be reached. As a result of a school-wide guidance conference, study skills and time management skills will be infused in guidance lessons.

Parents receive letters regarding the scheduling of their children for the ELA exam. Parents complete and sign the tear-off and return to school. The tear-offs are kept on file until after the Regents. The letters review the scoring requirements for meeting graduation requirements.

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 principals if necessary in order to discuss students' progress or lack of, programming options, and 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, 2011, Information Night in September, 2011, 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 Transitional 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 assistants are provided at these meetings through Student Leadership, Junior ROTC, and the National Honor Society to escort and/or assist parents in locating teachers throughout the school building. Teachers and other staff members also provide translation services. The PTA/Parent Orientation meeting was held on Monday, September 1, 2011. 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 languages to the extent possible. During teacher/parent conferences, interpreters are available on both days of conference. This past year, parents appreciated the fact that they were able to engage in conversations with the teachers in the target language.

Parents of ELL students are all invited to participate in health and nutrition workshops sponsored by neighboring hospitals. Community agencies offer informational workshops such as Breast Cancer awareness. Parents have also participated in special 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. Parents are also invited to participate in special activities such as Ball-room dancing classes and our annual PTA sponsored Doo-Wop Show. Finally, parents participate in the ESL for Parents Instructional program.

The school 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

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Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Arabic, Chinese, and Spanish		US History 1/2	Chinese
Social Studies:	Arabic, Chinese, and Spanish		Global History 3/4	Arabic, Chinese and Spanish
Math:	Chinese and Spanish		Participation in Government	Chinese
Science:	Chinese and Spanish		Living Environment	Chinese and Spanish
Integrated Algebra Term 1 of 2	Chinese and Spanish			
Integrated Algebra Term 1 of 3	Chinese			
Integrated Algebra Term 4 of 4	Chinese			
Global History I	Chinese and Spanish			

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

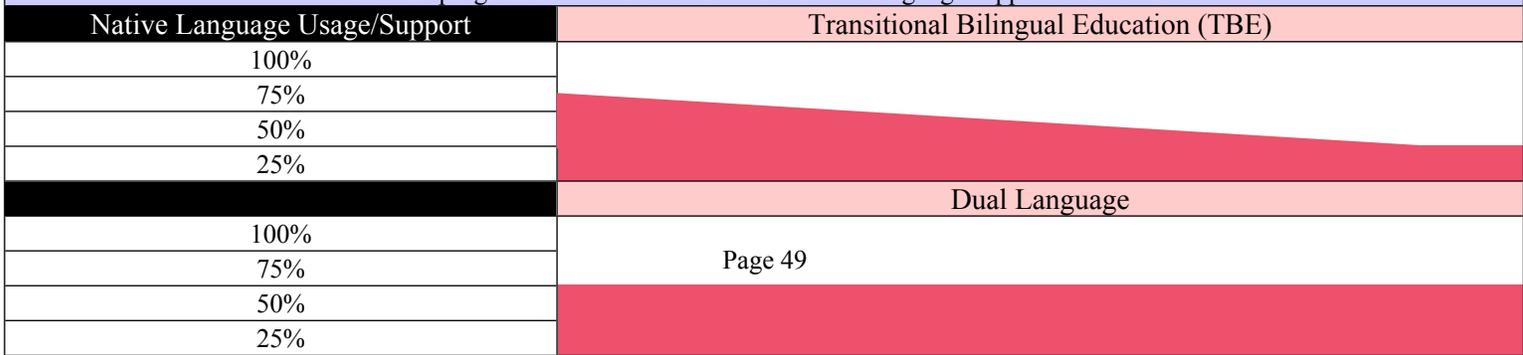
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

8. Describe your target intervention program for ELL in ELA Math, and other content areas (specify ELL subgroups targeted.)

The targeted intervention programs for English Language Learners who have under-performed in English Language Arts (ELA) are the following: Instruction focuses on strengthening reading comprehension skills and vocabulary development via differentiated tiered activities such as Task Rotations based on students' learning styles. Curriculum has been aligned with the New York State Common Core Standards for English Language Arts. We offer an advanced literacy support class in conjunction with an ESL class for cohort 12th grade English Language Learners below the Transitional level. 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. We have implemented America's Choice Ramp-Up to Literacy curriculum and structure for students enrolled in Transitional English classes and scheduled to take the English Regents in January and June, 2012.

ELA tutoring in reading and writing is available daily in the Library Media Center and Foreign Language/ESL Resource Room 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.

Daily instruction is supported by the Vantage/My Access on-line writing program and Empower3000 on-line reading for students in Transitional classes who are scheduled to take the ELA. Students are able to log-on to Empower3000 at home. Regents-type questions are included in final summary activities and on all examinations in order to provide students with practice in responding to the types of questions they will have to respond to on the Regents. During instructional periods and tutorial sessions, students are provided 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 (ELL Periodic Assessments and PSAT exams). Student portfolios are maintained containing required writing samples assessed with ELA Regents rubrics. Students are offered opportunities to re-take the ELA Regents examination in order to achieve a score of 75+.

Teachers are supported by Literacy and ESL Instructional Coaches. Students have the opportunity to participate in credit recovery via Saturday Academy or the Extended Day Program in order to accumulate credits towards graduation. SIFE grant tutorials offer supplemental instructional opportunities to SIFE/Long-Term (LTE) students.

Students are programmed for Saturday Academy tutorials. In addition, we have implemented DATACATION/SKEDULA to track student progress and as a tool for communication with staff, students, and parents. We have implemented Project Success in order to promote student attendance in English Language Arts classes. Teachers make referrals for students who are cutting or absent and for other student achievement concerns.

Our priority in Mathematics instruction for English Language Learners is to focus on improving vocabulary, writing and mathematical skills for free-response questions and to differentiate instruction based on students' learning styles. Regents-type questions are included in final summary activities and on all examinations in order to provide students with practice in responding to the types of questions they will

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Specific academic supports for students in Mathematics are: Tutoring via Circular 6 conducted daily in the library; Destination Math on-

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

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.

Paste response to questions 1-3 here

Professional Development is the key to successful technology integration. 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 receive training for the 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. Teachers receive training in multiple technologies (Computers, SMART Board, Airliners, iPads) that work in concert to support and access student learning.

We continue to schedule structured Intervisitation for all teachers as well as assistant principals across disciplines in order 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 2011-2012 school year is November 8, 2011. 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, and Test Construction.

In addition, new teachers participating in the SIFE/Long-Term LTE Program 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 will continue to work cooperatively and collaboratively as per the 2009-2010 Quality and Joint Intervention Team 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 differentiated instruction that addresses the individual academic needs of their students, some of which are at risk of not meeting the standards. ARIS is an additional resource as well as DATACTION (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, Empower3000, and Vantage My Access Programs.

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Tentative dates for In-House Continuous Professional Learning and Collaboration for 2011-2012 to build 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 are the following:

- Common Core Institutes October, 2011
- Teacher Teams Bi-monthly-October -June 2012
- Structured Intervisitation across all disciplines Lesson on the identification of symbols in literature) On-going (1st October 24, 2011-Demonstration
- Destination Math Teacher Training and Classroom Modeling On-going
- DATACATION-SKEDULA Training November 8, 2011
- Achieve3000 Teacher Training-NYC Online Getting Started Session September 8, 2011
- Achieve3000 Teacher Training # 2 November 8, 2011
- Achieve3000 Teacher Training # 3 January 30, 2012

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New teachers participate in monthly New Teacher Workshops which focus on topics such as Classroom Management, Lesson Planning, and Test Construction.

In addition, new teachers participating in the SIFE/Long-Term LTE Program 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 will continue to work cooperatively and collaboratively as per the 2009-2010 Quality and Joint Intervention Team 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 differentiated 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, Empower3000, and Vantage My Access Programs.

Tentative dates for In-House Continuous Professional Learning and Collaboration for 2011-2012 to build 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 are the following:

- Common Core Institutes October, 2011
- Teacher Teams Bi-monthly-October -June 2012
- Structured Intervisitation across all disciplines On-going (1st October 24, 2011-Demonstration

Lesson on

- the identification of symbols in literature)
- Destination Math Teacher Training and Classroom Modeling On-going
- DATACTION-SKEDULA Training November 8, 2011
- Achieve3000 Teacher Training-NYC Online Getting Started Session September 8, 2011
- Achieve3000 Teacher Training # 2 November 8, 2011
- Achieve3000 Teacher Training # 3 January 30, 2012
- Vantage My Access Training September 8, 2011

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 Involvement

Parents are invited to attend Freshman Orientation at the onset of the school year (9/19/11)

1.

Parents are offered the opportunity to communicate with teachers and guidance counselors using Pupil Path. Parents send emails to ascertain their children's present standing in all of their classes (homework, class assignments, risk of failing). Parents are provided with information regarding absences and medical concerns which affect students' compliance with course requirements. Parents provide up-to-date telephone numbers and where they can be reached. As a result of a school-wide guidance conference, study skills and time management skills will be infused in guidance lessons.

Parents receive letters regarding the scheduling of their children for the ELA exam. Parents complete and sign the tear-off and return to school. The tear-offs are kept on file until after the Regents. The letters review the scoring requirements for meeting graduation requirements.

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 principals if necessary in order to discuss students' progress or lack of, programming options, and 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, 2011, Information Night in September, 2011, 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 Transitional 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 assistants are provided at these meetings through Student Leadership, Junior ROTC, and the National Honor Society to escort and/or assist parents in locating teachers throughout the school building. Teachers and other staff members also provide translation services. The PTA/Parent Orientation meeting was held on Monday, September 1, 2011. 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 languages to the extent possible. During teacher/parent conferences, interpreters are available on both days of conference. This past year, parents appreciated the fact that they were able to engage in conversations with the teachers in the target language.

Parents of ELL students are all invited to participate in health and nutrition workshops sponsored by neighboring hospitals. Community agencies offer informational workshops such as Breast Cancer awareness. Parents have also participated in special 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. Parents are also invited to participate in special activities such as Ball-room dancing classes and our annual PTA sponsored Doo-Wop Show. Finally, parents participate in the ESL for Parents Instructional program.

The school 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

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The school 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 student participation in the Academic

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									86	84	25	15	210
Intermediate(I)										104	157	61	50	372
Advanced (A)										51	53	21	15	140
Total	0	0	0	0	0	0	0	0	0	241	294	107	80	722

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										41	42	6	4
	I										67	121	57	32
	A										87	70	25	23
	P										58	59	16	14
READING/ WRITING	B										85	78	22	7
	I										111	159	56	47
	A										53	54	28	19
	P										1	2	5	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	61	35	2	0	98
NYSAA Bilingual Spe Ed	0	0	0	5	5

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8	12		37		50		37		136
NYSAA Bilingual Spe Ed	2		0		0		3	0	5

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	27		56		49		2		134
NYSAA Bilingual Spe Ed	0		0		0		4		4

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	167		86	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry		179		110
Math				
Biology				
Chemistry	49		28	
Earth Science	148		46	
Living Environment	140	144	91	112
Physics	19		15	
Global History and Geography	153	146	105	100
US History and Government	70	136	50	95
Foreign Language		34		33
Other <u>Arabic</u>		17		17
Other <u>Chinese</u>		102		100
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	14	10	20				
Chinese Reading Test	22	34	99	197				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. We use a variety of assessment tools to assess early literacy skills of our English Language Learners. Upon entering our school, students are administered a placement test to assess their performance in the four language modalities in English and their target language (Arabic, Chinese and Spanish). Interviews are conducted in English and target languages. A rubric is used to score the students' responses during the interview after which the student is programmed for the appropriate language level pending the results of the initial assessment (LAB-R) completed within the first ten days of enrollment. We also administer the SIFE Oral Interview Questionnaire in Chinese and Spanish to determine if a student is eligible for the (Academic Language and Literacy Diagnostic) ALLD Test to ascertain if the student is a SIFE student.

2.

As of 10/26/11, 93 students who are now or have been on the LAB-R eligible list have been administered the LAB-R test. 24 of the students were not entitled based on their score; 36 students tested at the Advanced (A) level; 12 students tested at the Intermediate (I) level; 8 students tested at the Beginner Level. 11 students were scheduled for the LAB-R for 10/28/11; 1 student is now enrolled at FDR High School, but appears on our list (steps have been taken to remove student from our roster); and 1 student was tested last year, but his score was invalid.

Review of over-the-counter registration, initial assessment (LAB-R) and placement of ELL (Newcomers) indicate that 38.7% of the 93 students registered scored at the Advanced Level of ESL proficiency, 12.9% scored at the Intermediate level, 8.6 % scored at the Beginner level, and 25.8% were not entitled to Bilingual services.

Review of LAB-R data by the Brian Loudon, BESIS/LAB-R Coordinator, Jill Pitarresi, ESL Instructional Coach, Dorish Munoz Fuentes, Assistant Principal Foreign Language/ESL and Virginia Izzo, Assistant Principal English revealed that students are performing at a higher level in reading and writing than in listening and speaking. Brian Loudon provides all guidance counselors (Myriam Colon de Pagan-Spanish, Cindy Isshiki-Chinese, and Dennis Lee-Chinese), Virginia Izzo, and Dorish Munoz Fuentes with copies of the roster of students who take the LAB R assessment. A Core Inquiry Team meeting is held in order to review the data and plan for support services.

We have noted that many students scoring at the Advanced and Intermediate proficiency levels, based on the LAB-R score chart for the respective grades, are scoring within one or two points above or below the "cut-off" score for each grade.

Teachers integrate instructional strategies which address the specific academic needs of our students. Opportunities for the development of speaking skills are afforded the students at each instructional level. We have purchased microphones, tape recorders, and software which

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.

Twice a year, Fort Hamilton High School issues a newsletter with a message from Jo Ann Chester, Principal in which she highlights the academic year. Special points of interest for the Spring, 2011 issue included the accomplishments of the Varsity Football Team, Virtual Enterprise Program, Academy of Finance, Performing Arts production, Music Program, literary magazine, The Anchor, and the School Progress Report. Fort Hamilton came within one-half point of receiving an "A." This year we have earned "B". We have a strong focus on community service. We hosted a prom for senior citizens as well as a blood/food drive and held charity fund-raisers. Our English Language Learners actively participate in these school-wide events. Fort Hamilton's primary goal is to enhance its focus on College and Career Readiness, providing opportunities and academic support to as many students as possible to attend four-year colleges. During the 2010-2011 school year, we provided Academic Intervention Services to our English Language Learners, SIFE/Long-term, Instructional Support Services, and over-aged/under credited students via the SIFE Academic Intervention Grant and the Greatest Scholarship Generation Grants.

Part VI: LAP Assurances

School Name: <u>Fort Hamilton High School</u>		School DBN: <u>K490</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jo Ann chester	Principal		10/28/11
Dorish Muñoz Fuentes	Assistant Principal		10/28/11
Francine DePrima	Parent Coordinator		10/28/01
Barbara Codd	ESL Teacher		10/28/01
Sandy Vallas	Parent		10/28/01
Maria Gallosa	Teacher/Subject Area		10/28/11
Barbara Codd	Teacher/Subject Area		10/28/11
Niki Maratos	Coach		10/28/11
Jill Pitarresi	Coach		10/28/11
Myrian Colon De Pagan	Guidance Counselor		10/28/11
William Bonner	Network Leader		10/28/11
Brian Loudon	Other <u>LAB/BESIS</u> <u>Coordinato</u>		10/28/11
Amy Bossack	Other <u>Math Coach</u>		10/28/11

School Name: Fort Hamilton High School

School DBN: K490

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alice Kenny	Other <u>ESL Teacher</u>		10/28/11
Da Cong Zhang	Other <u>Bil Social Studies</u>		10/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 490 **School Name: Fort Hamilton High School**

Cluster: 6 **Network: CFN 405**

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 child'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. Parents are also contacted via DATACATION: Pupil Path.

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 via telephone calls and correspondence, we found that a large number of students and parents were still not receiving announcement letters in the target languages. Teachers were unable to inform parents of students' progress or need for improvement in subject classes given that letters were returned for non-delivery. Many addresses were incorrect. Parents moved and did not notify the school in a timely manner. Teachers were also unable to make parental contact with the parents via telephone calls because the parents did not speak English, were not at home or did not return phone messages. Telephone numbers were either wrong numbers or were disconnected. Many parents of English Language Learners do not log on to DATACATION Pupil Path to obtain information regarding their child's improvement in performance or lack of. Family assistants found that families were no longer living at the address and no forwarding address was recorded. They have reported this to Project Success for further research which should culminate in the students' being removed from our register. Teachers continue to make parental outreach.

These findings were presented at Cabinet, Faculty, Department, Teacher Team, 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 nine high-frequency languages and for over-the-phone interpretation in order to communicate effectively with parents and guardians. Application for funding for supplementary translation and interpretation services will be completed and submitted for the 2011-2012 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. All documents that contain individual, student-specific information regarding health, safety, legal or disciplinary matters, and entitlement to services will be translated by the school. These documents are compiled and prepared for distribution before the beginning of the school year and replenished throughout the year. Documents that cannot be translated by the Translation and Interpretation Unit are translated by Legal Interpretation Services, an outside vendor in partnership with the Department of Education.

Parents also receive copies of the Bill of Parent Rights and Responsibilities (in target languages) which includes their rights regarding translation and interpretation services. The school safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Schedules (e.g. School Safety Agent Post Assignments), documents/memos (e.g. Principal's letter regarding a Safe and Secure School, School Rules and Regulations, Procedures for Visitors, and Sexual Harassment memo,) and signs (Visitors' Pass) regarding school safety and security are translated into the nine high-frequency languages. In addition, parents who wish to receive language access services contact our school. Parents are referred to our Parent Coordinator or the Foreign Language/ESL Department.

Our school is fortunate to have staff members who are multi-lingual. In the event that we cannot provide translation services for a given language, we will provide written notification, in the target language, indicating how the parent can request free translation or interpretation of a given document.

This year, we have distributed to all parents the results of the 2011 NYSESLAT and the Guide to the Spring 2011 Parent Report which helps the parents understand, in the target languages, the scores on the students' report. In addition, parents receive and sign translated Student-Teacher -Parent Contracts in target languages at the beginning and throughout the school year upon students' registration in subject classes.

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), Greek, Polish, Russian and Spanish, whenever possible. Outside contractors from Legal Interpretation Services will provide oral interpretation services for parents during the Fall 2011 and Spring 2012 Parent/Teacher Conferences in addition to bilingual staff members. Additionally, services are also available for parents during the over-the-counter registration period (August-June). The continuation of Project Success will facilitate parental outreach. Staff members will actively make parental outreach via Circular 6 and professional periods 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>.

All staff members ensure that parents of our English Language Learners are provided with multiple opportunities to participate in and have access to programs and services critical to their child's education. The school will invite parents to a Parent Orientation Meeting on Monday, September 19, 2011 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 to clarify any areas of concern for all parents. Prior to meeting with the parents, staff members meet in teacher teams to review the Chancellor's Regulations regarding language access requirements.

During Parent/ Teacher Conferences, the school provides interpretation services for the parents who speak Arabic, Chinese, and Spanish. Staff members speak other languages, if necessary. Students are not permitted to provide interpretation services for their parents.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Fort Hamilton High School	DBN: k490
Cluster Leader: Christopher Groll	Network Leader: William Bonner
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other: ESL for Parents Program
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 9

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 10 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 4348 students as of October 21, 2011(4419 as of 9/22/11- 4386 in 2010) on register for the Fall 2011 semester including 910 (937 as of 9/22/11) English Language Learners (ELL), who are identified by LEP indicator value of Y. There are 769 (792 as of 9/22/11) Entitled General Education and 141(145 as of 9/22/11) 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. 93% (21. 20% as of 9/22/11). 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 4348 (4419 as of 9/22/11) including .16% American Indian/Alaska Native, 30.45 % Asian, 30.10% Hispanic, 5. 05 % Black, 33. 57% Caucasian, .04 % Multi-Racial, and .59 % Code not entered. The % by sex is 53. 56 % males and 46. 43 % females. Review of this report indicates that enrollment of Caucasian students continues to be the highest with a slight increase of Asian students and a decrease of Hispanic students. Many of the students enrolling over-

Part B: Direct Instruction Supplemental Program Information

the-counter have been identified as eligible for LAB-R testing.

Some English Language Learners are illiterate in their own language. There are 40 (117 in 2011) Long Term LTE (continue to be identified as ELL after 6 years of service) on register, 601 (638 in 2011) Newcomers, 113 (182 in 2011) students at years 4-6 of Bilingual ESL services and 140 Instructional Support Students. The “16 No show” students make up the 910 total ELL population as of 10/21/11. There are 76 (82 in 2011) students that 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, Appendix B of the 2011-2012 Comprehensive Education Plan (CEP) 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. The Saturday Academy Program will also provide services to parents of all English Language Learners enrolled in the 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, 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. Tutorials will focus on review of previously taught material and skill areas in which the students need improvement. 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. Technology-based programs such as Empower3000 and Rosetta Stone will be employed. 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. These programs facilitate the acquisition of reading and writing skills. The Story Corps program promotes listening and reading skills.

Title III will also provide support to former ELL who continue to demonstrate weaknesses in content area

Part B: Direct Instruction Supplemental Program Information

subjects. Math tutoring will focus on strengthening lower level students' basic math and math literacy skills. Instruction will be provided in Algebra. Teachers will employ the Destination Math Program in 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.

Select students who have 90% attendance will have the opportunity to participate in a cultural trip to Ellis Island and Statue of Liberty where they will visit the Ellis Island Living Theatre. Additional funds for the trip will be paid by the SIFE/Long-Term Grant, (pending grant allocation).

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.

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Part C: Professional Development

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

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

Begin description here: 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.

Increasing teacher effectiveness, thereby raising student achievement via professional development is our goal for this school year. Ongoing professional development will focus on the improvement of teaching and learning via the alignment of curriculum with the Common Core Standards, textbook

Part C: Professional Development

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 across disciplines 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 DATACTION/SKEDULA and Empower3000 monthly reports. In addition, all teachers including new teachers to the program will receive training and classroom modeling in the implementation of the differentiated Destination Math and Empower3000 programs.

The provision of differentiated instruction and the integration of critical reading comprehension and problem-solving 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/or the ESL Instructional Coach will present strategies for content-specific vocabulary development and expansion, the implementation of strands of the Workshop Model, and model Ramp-Up strategies to all teachers participating in the Saturday Academy. Coaches will model QTEL strategies as well as strategies for engaging students in Read Aloud/Think Aloud activities. Discussions will also focus on the improvement of literacy skills, modeling of the Seven Habits of Proficient Readers and techniques for promoting student collaboration.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents/otherParents/other

It is the goal of our school to work with parents as partners in the education of their children. The school will invite parents to a Parent Orientation Meeting on September 7, 2011 to review the Title III Supplemental program. The Assistant Principal of Foreign Language/ESL as well as the ESL Instructional Coach will be available to meet with parents to respond to parents' questions and/or concerns. 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 DATACTION:Pupil Path and will have the opportunity to review the results of the 2011 NYSESLAT. Additionally, parents will sign up for parent workshops and the English for ESL Parents Program.

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. Workshops will be

Part D: Parental Engagement Activities

conducted by staff members (teachers and guidance counselors) as well as community-based organizations. Topics for discussion include Graduation requirements, Bullying, Internet safety, School trips to Ellis Island and the Statue of Liberty, and participation in school-wide special events such as the International Café and the Mutlicultural Festival. Nutrition and health workshops will also be presented by community-based organizations. Topics for discussion include Healthy Foods for Adolescents, Naturalization topics, Helping students with homework, and Securing working papers for students. Parents will be notified of all program activities via telephone calls and letters/memos which will be translated into target languages. Parents will also receive instruction in ESL via the English for ESL Parents Program. We have been receiving calls from parents and their families since the start of the school year regarding this program. We will conduct a survey to ascertain which day would be the best day to hold classes. Last year, classes were held on Saturdays. 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 Empower3000 (formerly 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.

Part E: Budget

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

Allocation Amount: \$117, 688

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	10 Teachers x 4 hours x 28 weeks @ 50.06 \$56,067.20	1120 hours of per session for ESL and General ED teacher to support ELL students
<ul style="list-style-type: none"> • Per session • Per diem 	1 Guidance Counselor x 4 hours x 28 weeks @ 53.82 \$ 6, 027.84	112 hours of per session for guidance services
	1 Supervisor x 4 hours x 28 weeks @ 52.39 \$5, 867.68	112 hours of per session for instructional supervision of the Saturday Academy Program

Part E: Budget

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

Allocation Amount: \$117, 688

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>1 Lab Specialist x 4 hours x 28 weeks @ 46.52 \$5,210.24</p> <p>20 Teachers x 2 hours x 10 sessions @ 50.06 \$ 20,024.00</p> <p>1 Guidance Counselor x 1 hours 10 sessions @ 53.82 \$ 538.20</p> <p>1 Supervisor x 2 hours x 10 sessions @ 52.39 \$ 1, 047.80</p> <p>1 Teacher x 4 hours x 28 weeks @ 50.06 \$ 5, 606. 72</p>	<p>112 hours of per session for weekly preparation of laboratory instructional materials and supplies</p> <p>400 hours of per session for professional development covering strategies and methodologies specifically designed to support the accelerated learning of ELL</p> <p>10 hours of per session for professional development (See above)</p> <p>20 hours of professional development (See above)</p> <p>112 hours for per session for teacher of ESL instructional program: "ESL for Parent Program"</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>Notebooks-1000 Composition #0853291@ 2.25 \$ 2, 250</p> <p>Folders-600 Twin-Pocket Portfolios Assorted color 10/pk # 0890565 @ 1.86 \$ 1, 116.00</p> <p>Markers- 300 Sanford Sharpies 4 color set # 0846367 @ 2.55 \$ 765.00</p> <p>Pencils- 1000 Yellow pencils NO. 2 # 0832769 @ .41 \$ 410.00</p> <p>100 Ball point pens Bic Velocity Retro Black # 312272588 Pack of 12 @ \$13.23 \$ 1, 323.00</p> <p>100 Signo Gel 207 Rt Blue Pen #</p>	<p>Instructional Supplies for student use</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$117, 688

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	08559217X per/dz @ 9.48 \$ 948.00 89 Signo Gel 207 Rt Red # 085592188 per/dz @ 9.48 \$ 843.72	
Educational Software (Object Code 199)	10 Lap-top computers Item # 708900248 DELL-Latitude-E6400 @ \$859.30 ea. \$ 8, 593. 00	Lap-top computers to supplement our Mobile Lab. Lap-top computers were provided by Title III and SIFE/Long-Term ELL Grants for use during the 2010-2011 Saturday Academy Program. Lap-tops will be used by students and parents.
Travel		
Other	Entrance fee for the Ellis Island Living Theatre @ 6.00 each x 50 students and 5 adults \$ 330.00 Ferry fee for 50 students @ 13.00 per/student \$ 650.00 Ferry for 5 adult chaperones @ 13.00 per/adult \$ 65.00	Students will participate in a Cultural Enrichment trip to Ellis Island. They will take a comprehensive look at the many facets of immigration and learn about Ellis Island as an immigration station.
TOTAL	\$ 117, 683.34	