



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FORT HAMILTON HIGH SCHOOL

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

PRINCIPAL: KAYE HOULIHAN, PRINCIPAL I.A.

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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
Kaye Houlihan, Principal, I.A.	*Principal or Designee	
Keith Fessel	*UFT Chapter Leader or Designee	
Sandy Vallas	*PA/PTA President or Designated Co-President	
Linda Dumais	DC 37 Representative, if applicable	
Raissa ElHouayek Katelyn Tzavelis	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Justin Sosa	SLT Chairperson	
Barbara Vellucci	CSA Representative	
Christine Ciccarone	Elected UFT Representative	
Ruth McKenzie	Elected UFT Representative	
Katherine Sisco	Elected UFT Representative	
Teri Chen	Member/Parent	
Susan Tirota	Member/Parent	
Stacy Kokkoros	Member/Parent	
Magda Mendez	Member/Parent	
Antonia Korkis	Member/Parent	
Jennifer Giordano	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

By June 2013, students will demonstrate progress towards achieving NYS Standards as measured by a 2% increase over prior results on the ELA Regents. Based on data reported on the latest NYSED Annual School Report Card, we would need to achieve 84% passing. (889 students out of 1083 in Cohort 2013 passing the ELA.)

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 ELA Regents examination indicates that the number of students failing to make AYP in ELA in the 2012 Cohort is 159 out of 903 total students. 66 are in the Asian subgroup and 62 are in the Hispanic 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 2012 indicates that more than 44% 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, EdPerformance, and PSAT 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 2010-2012 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) key personnel 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.

ACTIVITY # 1 – Data Reflection: Closing the Achievement Gap

- We will analyze and utilize data from Periodic Assessments (EdPerformance, Acuity and PSAT), ELA Regents results, and individual student performance on classroom literacy tasks as a means to plan specific long-term and short-term instructional goals via Inquiry Teams, Teacher Teams and ICT Teams.
- Teachers and students will set instructional goals and plans for achievement of individual objectives. Progress toward achieving these goals will be measured with interim assessments in November, January and March, and a summative assessment in June.
- We will continue to utilize 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.
- We will continue to offer Interdisciplinary Studies as 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.

- We will continue to offer an ELA Regents Prep class in conjunction with the mandated double period ESL Pre-transitional class for cohort ELL seniors below the Transitional level.
- We will strengthen an elective class (Language Development) in conjunction with general education ELA class for recent immigrants and students who recently scored Proficient on the NYSESLAT exam, but may still need assistance with learning reading and writing skills in English.
- We will encourage ELL students, and students in at-risk subgroups to attend ELA Regents tutoring offered before and after school and Saturday mornings.
- We will 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 of ELA, FL/ESL, ISS, Coaches, Data Specialist

Implementation timeline: September 2012 – June 2013

ACTIVITY # 2 – Improving Reading Comprehension and Written Arguments in Response to Informational/Literary Texts

- We will continue to implement research-based programs (Empower 3000, Vantage/ MyAccess Online Writing Program, REWARDS and Wilson reading strategies) to address learning gaps for ELLs, Student with Disabilities and Economically Disadvantaged students.
- We will continue to offer ELA Ramp-Up literacy curriculum in a double period class for all Grade 9 students scoring at levels 1-2 on the 8th grade ELA.
- We will maintain student portfolios containing required writing samples assessed with ELA Regents rubrics and offer students multiple opportunities to take the examination.
- We will implement minimum writing requirements for each term of English (1-8), which are congruent with the ELA Regents examinations and the NYS Common Core Learning Standards.
- We will continue uniform final examination policy for grades 9, 10 and 11, using non-fiction writing tasks on the single session ELA Regents as models.
- We will complete two CCLS units of study and two culminating literacy tasks that require students to read and analyze literary and informational texts and write arguments in response. (This is part of the 2012-2013 NYC Chancellor's Instructional Expectations.)
- We will focus instructional strategies on three specific skills that will support student achievement on the culminating literacy task: understanding the task, finding specific and relevant evidence, and developing how evidence supports a claim.

Target populations: All English/ESL/ISS teachers, and students in mainstream, ESL, ICT, and self-contained classes.

Responsible staff members: APs of ELA, FL/ESL, ISS, Coaches, Teacher Teams, Inquiry Team, External and Internal Staff

Implementation timeline: September 2012 – June 2013

ACTIVITY # 3 – Professional Development will be offered on the following topics during weekly teacher team meetings, dedicated professional development days, monthly department and faculty meetings, organized intervisitations, and during workshops internally and externally. The focus on looking at student work utilizing specific protocols and analysis templates will guide the work for what skills students most need and the instructional strategies that will guide student progress:

- Ramp-Up Structure: Rituals and Routines Revised and Updated for Academic Rigor (Literacy Coach)
- Differentiated Strategies for Lesson Planning and Task Rotations - (Tomlinson and Silver, Strong)
- Universal Design for Learning (support from CFN 405 Network Instructional Coach)
- 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 (EdPerformance)

- Infusing grammar and vocabulary into instructional objectives (ESL Coach)
- Writing instruction as a process (Interdisciplinary teacher teams)
- Rubrics for evaluation of process and product (Rubistar)
- Organizing and Reflecting on Writing Portfolios (Literacy Coach)
- “Six-Minute Solution” to build fluency in reading (Literacy Coach)
- Using the SmartBoard for interactive learning (Tequipment SmartBoard Professional Development)
- ELA Regents Writing Strategies for Transitional English Classes (ELA and ESL Coaches)
- Using the IPAD as a communication and instructional tool in the ELA classroom (Library Media Specialist)
- Strategies to improve reading comprehension in ELA and ESL classes (Literacy Coach and Interdisciplinary teacher teams)
- Danielson’s Framework for Effective Teaching (CFN Network support, Principal and Aps)
- Vantage MyAccess – On-Line Writing Program (Vantage My/Access online support and 4 sessions of professional development)
- Empower 3000 – On Line Lexile Reading Program (Achieve 3000)
- College Board/Acuity/Scantron webinars
- Pearson Publishing – NYS Common Core Standards in ELA professional development workshops and webinars.
- Reading Strategies: Wilson and REWARDS
- Datacation/Skedula/PupilPath—Implementation of Online grade books and data reporting (Coaches, APs and teacher team leaders)
- ELA Common Core Institute (CFN 405 Network)

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 2012 – June 2013

Steps to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- Teachers will meet in grade-level and interdisciplinary teams to review data gathered from periodic assessments.
- Teachers are all equipped with iPADS and will use Skedula/PupilPath as an on-line grade book to communicate with parents and staff and monitor student progress.
- Teachers will 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 both literary and informational materials and write supported opinions and arguments will be administered to all students: baseline assessment – January 2013, interim assessment – March 2013, and summative assessment in June 2013.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- We will encourage on-going communication with Project Success House personnel and other guidance personnel with regard to student achievement and attendance (see goal 4).
- We will 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 Datacation/Skedula/PupilPath, etc.

- We will increase 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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA X Title III X Grants X Other

If other is selected describe here: SIFE – LTE: This grant provides resources for tutorials and professional development for teachers of long-term English Language Learners who have interrupted formal education.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax levy funding provides instructional and academic intervention services during the school day.

Instructional Cabinet members meet every 2 weeks to work together on instructional topics that will support teachers and strengthen student achievement. Topics include formative assessment, teacher effectiveness, and teacher teams.

Title III (Immigrant Funding) 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 2009-2012.

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

By June 2013, students will demonstrate progress towards achieving NYS Standards as measured by a 2% increase on the Integrated Algebra Regents from 85% to 87%. Based on data reported on the latest NYSED Annual School Report Card, we would need to achieve 87% passing which is 942 students out of 1083 in Cohort 2013 that will pass the Integrated Algebra Regents.

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, we found that Economically Disadvantaged, Hispanic, LEP, and SWD students underperformed all other subgroups. As a result, we will continue to make these groups a priority.

- We will 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 2012 indicates that approximately 33% 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 an increase of 8% in the passing rate from June 2011 (65%) to June 2012 (73%).
- Results of the Regents Examination in Geometry show an increase from June 2011 (81.2%) to June 2012 (84%).
- An analysis of overall student achievement indicates that scholarship has decreased slightly from June 2010 (72.15%) to June 2011 (71.17%), but increased in June 2012 (75.64%).

This will result in a 2% increase in the number of students taking and passing the Integrated Algebra Regents in June 2013 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) key personnel 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.
- Align curriculum with NYS Common Core Learning Standards and Chancellor's Instructional Expectations 2012-2013 by providing time for common planning, teacher teams and inquiry.
- Implement instructional strategies in all classes to aid in solving verbal problems.
- Provide students in Grade 9 with tutoring and AIS opportunities.
- Data reflection on periodic assessments and Regents results to implement appropriate instructional strategies with respect to polynomial operations, factoring, and equation solving in the Integrated Algebra classes for the fall semester.
- Opportunities for professional development, inter-visitation, differentiation of instruction, integration of technology and sharing of best instructional practices among teachers.

ACTIONS/ACTIVITIES/STRATEGIES

- Monitor student progress via Datacatation/Skedula/PupilPath and ARIS at the end of each marking period within cabinet, inquiry and as a department.
- Continue to collaborate with Assistant Principals of Bi-lingual and Instructional Support Services and their teachers to develop appropriate curriculum for students taking Regents exams.
- Continue to offer intensive Regents preparation in the Mathematics classroom on a weekly basis.
- Continue uniform final examination policy for grades 9, 10 and 11 using Regents as models
- Engage students in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with Mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- Continue on-going communication with Project Success House personnel and other guidance personnel regarding student achievement.
- Encourage students to attend Math Regents tutoring offered after school and Saturday mornings in December and January, and May and June with announcements in class and postings both in the classroom and throughout the building.
- Implement Datacatation/Skedula as a uniform on-line grade book for increased communication with staff, students and parents regarding student progress and achievement of learning goals.
- Include Regents-type questions on all examinations.
- Reflect on data and student performance to plan instructional objectives via Inquiry Team and Teacher Teams.
- Reflect on data from Periodic Assessments (ACUITY and PSAT) and student performance, to plan specific long-term and short-term instructional goals via Inquiry Teams and Teacher Teams each marking period.
- Set instructional goals and plan for achievement of individual objectives.
- Modify curriculum as needed at the end of each semester.

Strategies to increase parental involvement

We will increase parent involvement aligned to the goal when applicable. Our school's activities are referenced in the school's Title I Parent Involvement Policy (PIP). 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 Learning Standards, Integrated Algebra Regents requirements, Reading and Writing requirements, promotional guidelines, goal-setting, and helping the student at home, accessing ARIS Parent Connect and Datacatation/Skedula/PupilPath, etc.
- Increase 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax levy funding provides instructional and academic intervention services during the school day.

Title III (Immigrant Funding) 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 2009-2012.

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 3% Fort Hamilton High School's 4-year graduation rate by June / August 2013 from 66% to 69% (747 students out of 1083).

Comprehensive needs assessment: Our historical graduating data indicates the following percentages of students graduated:

2009-2010 NYS Report Card indicates - 64% out of 1053 students

2010-2011 NYS Report Card indicates - 72% out of 986 students

2011-2012 NYS Report Card indicates - Not available

*N.B. (NY State Annual School Report Card reports the prior year's graduation rate as of August of the highlighted year).

2009-2010 NYC Progress Report – 70.9%

2010-2011 NYC Progress Report – 70.3%

2011-2012 NYC Progress Report – 66%

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 is impacted by two other major features:

- Approximately 44% and 33% of the incoming ninth grade class enters the ninth grade needing literacy and numeracy skills respectively.
- The ninth grade class's scholarship and attendance (before reversals) rate is 75%.

Compounding this reality is the fact that Fort Hamilton continues to exceed its official capacity. The building is approximately 166% over-utilized. Over utilization limits the number of reduced sized classes and double periods.

Instructional strategies/activities

Activity #1 – Data Reflection

- We will identify the academic needs of those students designated promotion-in-doubt by January 2013 on ATS
- We will use marking period data throughout academic year 2012/2013, as reported on STARS and Datacation / Skedula, assisting counselors in identifying those students in need of credit recovery opportunities as well as Academic Intervention Services.

Activity #2 – Improving Communication

- We will 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

- We will conduct early attendance outreach, utilizing teacher referrals, PupilPath and Project Success attendance intervention, supporting students in maintaining 90% attendance.
- We will recommend and provide incentives for AIS for students needing assistance in remedying academic deficits, as well as offer credit recovery opportunities to assist in credit accumulation, supporting students in meeting cohort graduation requirements.
- We will 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

In order to improve instructional practices, the Principal and department Assistant Principals will:

- Conduct frequent informal observations to provide formative feedback (written and verbal) to guide and strengthen instructional practices
- Conduct cycles of looking at student work with specific protocols to better determine high leverage skill gaps
- Conduct professional development on Universal Design for Learning. The principles offer multiple entry points for all students to access material. The Instructional Support Services and ESL Departments will take the lead on this work with UDL, sharing lesson plans, materials, and providing demonstration lessons for other staff members.
- Integrate instructional members of the Instructional Support Services into content area teacher teams so that all teachers are planning and providing full access to all students
- Continue to align curriculum with Common Core Learning Standards and Instructional Goals
- Continue to conduct intervisitations – sharing of best practices
- Continue to provide focus, structure, and support for teacher teams
- Continue to implement technology as an interactive learning tool

Activities listed above directly correlate 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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

In order to increase parental involvement as a means to ensure we meet this goal, Fort Hamilton High School will:

- Inform parents and students, via scheduled Guidance Conference, of psycho-emotional issues that impact 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.
- Form partnerships with CBOs to build parental and community understanding of high school expectations.

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.

Budget and resources alignment

Title III – Academic Intervention Services; Tutorials and Regents Preparation; Saturday School
Tax Levy – Professional development of opportunities for differentiating instruction; targeting the lowest third.

Tax Levy – Project Success staffing

Enlist professional development from the network.

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- 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 and Repeat of Courses offered) 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 students, 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/NYC Academic Policy and new diploma options, 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.

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)

To increase attendance by 3% **before reversals** by continuing to support and fine-tune Project Success, Fort Hamilton High School’s attendance team / program, to achieve 85% by June 2013.

Comprehensive needs assessment

An analysis of the 2009-2010, 2010-2011 and 2011-2012 **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 selected classes.

The following numbers are apparent:

Current Attendance Analysis	Goal
Average Attendance Statistic before reversals = 82%	3% increase, incrementally moving towards a 90% attendance rate before the reversal

The 3% increase (133 students out of 4444) 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: 44% and 33% of incoming 9th grade students scoring at levels 1-2 in the Grade 8 ELA and Mathematics exams, an exceeding building capacity – over 166%, a burgeoning ELL and immigrant population 25% combined, with a high mobility rate, and an increasing ISS population, all negatively impact student attendance. These populations historically have an attendance rate less than 75%. Finally, the inability, due to overcrowding to offer reduced classes across the content areas may further 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 will 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 (STARS) and Datacation / Skedula/ Pupil Path, as well as ATS attendance reports.

Activity #2 - Improving Communication

- Taking attendance on Skedula
- Reinstate cutting report to better account for accuracy with attendance
- 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: Teachers, Guidance Counselors, and Project Success personnel (attendance teacher, family assistants and attendance school aides)

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

In order to increase parental involvement as a means to ensure we meet this goal, Fort Hamilton High School will:

- 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 90% attendance standard

Budget and resources alignment

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

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

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fort Hamilton High School will 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. 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

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA 1) Double Period of English for students scoring 1-2 on 8 th grade ELA 2) Interdisciplinary Studies For Grade 10 3) Regents Preparation 4) School-Credit Recovery Fall term Spring term 6) Saturday School—Tutoring 7) Regents Tutoring 8) Title III Immigrant Program 9) Regents Prep for ELLs – additional class – non-credit bearing	AIS: Additional period of English for at-risk 9 th graders Strategy: Ramp Up Curriculum	Delivery: Whole class daily instruction	Provided: Daily for one year
	AIS: Interdisciplinary Studies 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 10 th grade in addition to English
	AIS: ELA Regents Preparation 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
	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.
	AIS: Saturday School Tutoring in ELA – Spring 2013 Strategy: Instruction and practice for ELA Regents	Delivery: small group, classroom atmosphere	Provided: To students who failed or were not tested in ELA Regents
	AIS: ELA Regents Tutoring Strategy: Instruction and practice for ELA Regents	Delivery: small group/one-on-one tutorial	Provided: after school

<p>Mathematics</p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • AIS Tutorial Opportunities <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Extended Day – each semester ○ Saturday School – Spring 2013 semester ○ Summer School • Math Coach • Increased implementation of Technology in Instruction: <ul style="list-style-type: none"> ○ 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 – UDL and LASW <ul style="list-style-type: none"> ○ Small group activity/ Teacher Teams ○ Specific strategies to improve critical reading skills and vocabulary development and expansion ○ Strategies for differentiating instruction 		
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	<ul style="list-style-type: none"> ○ Think-Pair-Share ● Academic supports for subgroups <ul style="list-style-type: none"> ○ Achieve 3000 ○ ELLs – Bilingual Math ○ SIFE - LTE ○ Test modifications for ELLs who scored “Proficient” on the Spring 2012 administration of the NYSESLAT ○ Title III – Before & After School Academy ○ ISS <ul style="list-style-type: none"> ▪ ICT Classes ▪ Resource Room ▪ Self-Contained 		
Science	<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 2012 and ending in June 2013 – 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 2012 and January 2013 and then during May 2013 and June 2013 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 February 2013 to June 2013 		

	<p>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.</p> <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 a four hour session for approximately 15 Saturdays every term.</p>		
Social Studies	<p>Students receiving AIS for Social Studies attend the following services:</p> <ul style="list-style-type: none"> . Circular 6 Tutoring Sessions – Students are provided with 40 minute tutoring sessions in Global History and U.S. History during teacher’s prep periods on a daily basis for the entire year. The library and designated classrooms throughout the building are used to provide these services. . 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 		

	<p>matter as well as teaching them skills in test taking.</p> <p>. Saturday School – Teachers in each discipline provide tutorial services in Global History and U.S. History every Saturday for the Spring 2013 semester. These services consist of 1 session for 4 hours for 15 Saturdays, providing students the opportunity to repeat the course. Additionally, NHS students provide tutoring to their peers during the school day and in Saturday Academy.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Starting in November 2012 and in March 2013, students engage in 8-10 lessons of “Overcoming Obstacles” curriculum on social skills training.</p> <p>Throughout the 2012 / 2013 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 2012 and the Spring 2013 terms, counselors conduct Programming and Progress Interviews, reviewing academic status and planning / projecting programs based on state and city academic requirements, assisting students in graduating with his/her cohort and being productive individuals during and beyond the high school period.</p> <p>Starting the junior year, college advisement is provided each term through classroom presentations, individual advisement is provided to all juniors at least 1-2 times, assisting students with financial aid and the college application process. Students are provided with Naviance.com access, assisting</p>		

	students in exploring post-secondary plans.		
At-risk Services provided by the School Psychologist	The School Psychologist, in collaboration with the IEP team, reviews established IEPs 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-evaluations based on academic student's academic progress. Finally, re-evaluations are conducted by-request by parents, making any necessary academic adjustments based on scholarship / performance.		
At-risk Services provided by the Social Worker	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.		
At-risk Health-related Services	Starting September 2012 and ending		

	<p>June 2013, 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 2012 / 2013 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>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 that were explained to the parent in the target language; and a Student and Parent Orientation Sign-in Log in which the parent signs-in and data is collected regarding the number of parents selecting a Transitional Bilingual Program in lieu of an English as a Second Language Program. This data will be reviewed 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 General Ed.	Present for one or more	% Taking	Scheduled ISS Students	Present	% Taking
9	245	176	72%	64	77	83%
10	321	275	86%	34	50	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 class
	(1 pd/day)	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 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	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. ⓘ

	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.

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?

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

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

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

2 a.

Instruction in Native Language and English in Math, Science and Social Studies is allocated as follows: for Beginner students-60:40; Intermediate -50:50; and Advanced- 25:75 during a 45 minute instructional period. However, students performing at different levels of language proficiency may be enrolled in the same level-content area class. For example, student enrollment in a Living Environment or Global Studies class may consist of students performing at Beginner and Intermediate levels. Students enrolled in Algebra are ninth grade repeaters and students enrolled in Living Environment Chinese and Spanish classes are ninth and some failing tenth grade students having

A. Programming and Scheduling Information

different levels of language proficiency. In order to meet the diverse learning needs of all students, bilingual teachers provide for Standards-based Differentiated Instruction by implementing scaffolded instructional techniques in addition to the following instructional strategies: paired and small group cooperative learning, part-choral and choral repetition drills, word walls, carousel brainstorming, and jigsaw. In addition, teachers integrate cultural and linguistic differences into the content area curriculum. Technology-based instruction via the Destination Math Program (Chinese and Spanish) as well as the Empower3000 Differentiated Reading Program provides additional support before, during, and after school. Students also receive Arabic support when participating in Destination Math activities.

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

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

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

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

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

9TH GRADE-BEGINNER BILINGUAL

01 PPEF-02	GIRLS P.E.	SHERRY	GGYM
02 FCIN-01	CHN 1 NTSP	LI	356
03 HIC-01	GLOBAL HIST 1 CH	ZHANG	839
04 SLIC-02	LIVING ENV 1 CH	CHENG	305
05 ZLUN-02	LUNCH		CAF
06 ME21CH	INT ALG TERM I OF 2	MEI	335
07 LBIL-03	ESL BEGINNER 1 LAB	GOLD	863
08 LBIL-03	ESL BEGINNER 1 LAB	GOLD	863
09 LBIL-03	ESL BEGINNER 1 LAB	GOLD	863

10TH GRADE-INTERMEDIATE BILINGUAL

03 PTPB-02	POLAR BEAR	RUSSO	CAFÉ
04 ZLUN-01	LUNCH		CAFÉ
05 LPT-03	ESL PRETRANSITIONAL	CODD	204
06 LPT-03	ESL PRETRANSITIONAL	CODD	204
07 H56-03	US HISTORY 1 SL	WONG	839
08 FS5N-02	SP 5 NTSP	RICO	201
09 ME42-03	ALGEBRA TERM 2 OF 4	AYOUB	335

A. Programming and Scheduling Information

10 SE 16-07	EARTH SCI 1 ESL	KOLKAS	320
	11TH GRADE-ADVANCED		
	11TH GRADE-ADVANCED BILINGUAL		
01 FA5N-01	ARABIC	KAWAR	200
02 MG32-02	GEOMETRY	REINHARDT	235
03 SC1-01	CHEMISTRY	OSULA	118
04 ZLUN-01	LUNCH		CAFÉ
05 LT2-03	TRANS ESL 2	THEODOSIOU	205
06 LT2-03	TRANS ESL 2	THEODOSIOU	205
07 H56-03	US HISTORY 1SL	WONG	839
08 PFTR-07	WT. TRAIN.	BABEL	B66
	9TH GRADE-BEGINNER ESL		
01 PPEM-02	BOYS P.E.	TOLENTO	BGYM
02 ME2IL-01	ALGEBRA TERM 1 OF 1	CILENTI	257
03 LBIL-01	ESL BEGINNER 1LAB	KENNY	852
04 LBIL-01	ESL BEGINNER 1LAB	KENNY	852
05 LBIL-01	ESL BEGINNER 1LAB	KENNY	852
06 H16-02	GLOBAL HIST 1 SL	KEHDI	840
07 ZLUN-04	LUNCH		CAF
08 SL16-02	LIVING ENV 1 ESL	ISHAK	307
	10TH GRADE-BEGINNER ESL		
02 MG21-03	GEOMETRY TERM 1 OF 2	ZAK	334
03 H36-01	GLOBAL HIST 3 SL	MORALES	833
04 FS1-11	SPANISH 1	KARAGHIOZAKIS	200
05 SE16-03	EARTH SCI 1 ESL	RDDAD	329
06 LI1-07	ESL INTERMEDIATE 1	LI	860
07 LI1-07	ESL INTERMEDIATE 1	LI	860
08 ZLUN-05	LUNCH		CAF
09 FTF2-01	AD.FOOTBAL	RUSSO P	B66
	12TH GRADE-ADVANCED ESL		
01 LT2-01	TRANS ESL 2	LOUDON	858
02 LT2-01	TRANS ESL 2	LOUDON	858
03 ZLBR-01	BRUNCH		CAF
04 MR21-04	ALG II & TRM 1 OF 2	BONDARENKO	235
05 H7-05	PAR GOVERNMENT	LUTSKY	841

3.

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

A. Programming and Scheduling Information

Students who have passed the ELA Regents examination and have not scored Proficient (P) on the NYSELAT are programmed for a mainstream English class in conjunction with a Public Speaking class LPSI or LPSII. Students who have passed the ELA Regents and completed the two Public Speaking classes, but have not scored Proficient on the NYSELAT are programmed for a Transitional English LT5 class. We programmed students who failed the ELA in a double period Advance Literacy course EBRE.

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

ESL, NLA, Bilingual Content Area, and ELA teachers meet bi-monthly as an Interdisciplinary ELL Focus Group to ascertain students' areas in need of improvement and to work cooperatively and collaboratively to identify instructional strategies and techniques to be implemented school-wide. These strategies will assist students in meeting the standards and acquire the skills necessary to make adequate 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 with all teachers teaching on the same level. In addition, teachers are scheduled for common professional periods where possible and meet in Teacher Teams to collect and review data in order to inform instruction. Finally, joint department meetings with the English department are scheduled throughout the year.

4 How do you ensure that ELL are appropriately evaluated in their native language?

In order to ensure that students receive quality instruction in Native Language Arts and are assessed at various intervals during the school year, we provide instruction that is aligned to the newly implemented Spanish Native Arts (NLA) Curriculum Guide (SNLACG). The implementation of the guide was in response to the NYC Office of English Language Learners' (OELL) initiative to lead Spanish Native Learners to academic native language proficiency. Students at the fourth level of Spanish study are then eligible to take the Spanish Language Advanced Placement Test. Instruction is aligned to the four NYS Language Learning Standards: NLA, ELA, ESL, and LOTE. We also revised the curriculum for the fourth year of Chinese Native Language Arts instruction. This curriculum prepares the students for the Advanced Placement Test in Chinese. This year, students of Chinese and Spanish sat for the Advanced Placement test in May, 2011. Review of the results of the Advanced Placement test in Chinese and Spanish indicate that students scored at the highest level of proficiency: 22 students scored at level 5 on the Chinese Language and Culture and 5 students in Spanish Language scored at level 5. Throughout the school year, students take unit tests, complete projects, and engage in discussions which assess their progress in advanced language proficiency. Assessments of projects and paired and/or group work including the assessment of oral skills are made with task-based rubrics.

Students also take the annual Chinese and Spanish Reading (ELE) Tests during the month of May. The Spanish Reading Test (ELE) is an untimed test with four grade bands which tests students' vocabulary knowledge and ability to understand words in context by asking them to fill in missing words in paragraphs. We use the information from the test to identify students who need extra support in Native Spanish Language Arts, and to place them in the appropriate level of Spanish Native Language Arts instruction. Teachers also use the ELE results to improve the programs we offer at FHHS. We have implemented the Spanish Native Language Arts Curriculum Guide in all Spanish Native Language Arts classes.

Students receive individual notices of the up-coming assessments in their native language classes a week before the exam. They are reminded again the day before the exam that they must report to the Library or assigned classrooms according to their scheduled period. Absentees are given the opportunity to complete the exam at a different time. Teachers ensure that all students complete the exam within the given testing period.

5 How do you differentiate instruction for ELL subgroups?

Fort Hamilton High School provides quality further differentiated instruction to all ELL subpopulations as per Lau vs. Nichols, Aspira Consent Decree, CR Part 154 and Title III mandates: Newcomers, Long-term ELL, SIFE (Students with Interrupted Formal Education), Students with Disabilities who are ELL and Former ELL.

A. Programming and Scheduling Information

A. Describe your instructional plan for SIFE.

Newly arrived students or students from other neighboring schools who have interrupted formal education (SIFE) are interviewed and enrolled in support classes in which instruction is differentiated to meet the specific needs of the students. Many students are illiterate in their native language and lack social skills. Instruction focuses on the teaching of phonics, handwriting practice with a focus on the development of fluency and legibility, vocabulary development and expansion, and the development of critical thinking and problem-solving skills. Level-appropriate content-based textbooks and readers are included in the instructional program. We have implemented technology in daily lessons (SMART Boards, iPads) which afford students the opportunity to practice their listening and speaking skills. We have purchased Science, Life and Physical Science, American History, Geography and Culture, and Global Studies SIFE Classroom Libraries. We also provide dual language classroom libraries, bilingual dictionaries and glossaries. All SIFE are afforded instruction that is technology-based and differentiated.

In response to research-based information disseminated at a SIFE conference, attended by the Assistant Principal and ESL Instructional Coach, we will enhance the support given to all students identified as SIFE before, during, and after school. Participants at the conference were reminded that SIFE need a combination of academic services, native language development and socio/emotional supports to succeed in school. While we at FHHS have provided academic resources as well as native language instruction and support for many years, we want to further develop the social/emotional support for our SIFE. We will develop community-based partnerships who are willing to work with us to provide supports to SIFE. With this goal in mind, we have applied for the SIFE/LTE Academic Intervention Grant in order to provide additional support (before or after-school) to our SIFE students. At the conference, 4 iPads were distributed to all SIFE participating schools for student usage. For this initiative, teachers will study the usefulness of iPads as an instructional resource for SIFE and share their learning with the larger grant community. Teachers employ the iPads in the classroom as they engage the students in one-on-one conferences. Students are able to receive feedback regarding their completion of class projects, exams and overall fulfillment of class requirements. Teachers also use the iPads as a vehicle for communicating with parents via DATACTION: Pupil Path.

B. Describe your plan for ELL in US schools less than three years (Newcomers).

Our Newcomers program continues to be very successful in meeting the needs of our newly arrived students who enter our school with little or no prior English language instruction. During the Spring 2011 term, we implemented a Newcomer Academy which is supported by a T House Structure, Instructional ESL Coach, two Guidance Counselors, a school aide, and academic intervention services. Newcomers are programmed for a three-period Newcomers ESL class for the given semester. They need additional support and attention in order to succeed academically and meet the standards. Special consideration is given to help the new students feel welcomed and to adjust to their new surroundings. They are provided with a buddy within the class who helps them procure their ID cards, Metro cards, and Physical Education uniforms. They are also programmed for our school sponsored Saturday Academy, Circular 6-Tutoring with ESL teachers, and ESL tutorials in addition to their daily school program. Intervention strategies include collaborative teaching, individual and small instruction via tiered instructional activities (Task Rotations). Language proficiency is assessed at the end of the semester after which teachers complete Change-of-Track cards. After parental notification, students are then programmed for beginner or intermediate level instruction.

C. Describe your plan for ELL receiving service 4 to 6 years.

Students who are receiving service from four to six years struggle to pass their classes and many are potential LTE. They also need additional support which is provided via one-on-one conferencing with ESL teachers, and peer-tutoring. We apply for an extension of services for these students in order to continue to provide instruction that targets their specific needs. Instructional strategies are reviewed in order to assess their effectiveness in meeting the needs of this subgroup. We have purchased ELA Classroom Libraries to supplement existing classroom libraries in English, ESL and ISS classrooms. All collections include a variety of fiction, non-fiction, an assortment of Bold Print books and magazine subscriptions. The topics include Empowerment & Identity, Relationships and Emotions, College and Careers, Activism & Inspiration, and Native Language Collections aligned to the four themes in Chinese, French, Russian, and Spanish. Empower3000 and Destination Math in Chinese, Spanish and English afford the students the opportunity to accelerated this learning as they engage in the web-based activities before, during, and after school programs.

d. Describe your plan for long-term ELL (completed 6 years).

A. Programming and Scheduling Information

Students who continue to be identified as ELL after six years of service (Long-Term LTE) are recommended for participation in the Saturday Academy. Cohort seniors who are LTE and programmed for classes below transitional levels are programmed for an Advance Literacy class. Instruction focuses on vocabulary development and expansion, critical thinking skills and test taking strategies. In addition, students participate in the Empower3000 Differentiate Reading program in English and Spanish. We will provide Arabic support for those students participating in the Destination Math program. In addition, students in Bilingual classes who continue with their native language study are programmed for Advanced Placement Spanish Language in which they are able to receive College credit in addition to high school. Entitled American-born Hispanics who are English dominant and not making progress in Spanish Native Language Arts are programmed for a Spanish Heritage Speakers Track class. Instruction focuses on reinforcing the language skills necessary for students to succeed on the Regents, to assist them in gaining language proficiency, and to improve scholarship in all second language classes. In addition, instruction focuses on the improvement of self-esteem. Uniform final exams parallel ELA Regents writing tasks. We have applied for the SIFE/LTE Academic Grant for this school year. This will be our fifth year providing services for our LTE. Students will also have access to the ELA Classroom libraries.

English Language Learners who have been retained in grade and/or need credit remediation in order to graduate are recommended by guidance counselors and teachers for the Title III Summer School Program and Title III Saturday Academy. Newcomers (students with less than two years in an ELSS) and SIFE (Students with Interrupted Formal Education) are recommended for the Summer Bridge Program. Additional students who would benefit from additional ESL support services (Enrichment) are also recommended. The use of bilingual dictionaries and glossaries are accommodations afforded to our students who take the comprehensive Regents Examination in English. The dictionaries and glossaries are available for daily use in the classrooms. They provide direct translations of word. We also provide bilingual dictionaries and glossaries that provide definitions or explanations.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerated English language development?

We currently use Wilson and REWARDS reading programs, Side by Side and other visual activities to help our ELL-SWD students to achieve. We also use the REWARDS writing program to help them to sharpen and expand their word choices, how to combine sentences and editing skills. Students are also taught the eight habits of proficient readers. Teachers use the Ramp-up structure for their classes which includes modeling what a good reader does while reading via RATA strategies using appropriate novels based on students performance grade level. Students read and write daily and teachers monitor progress in logs and student journals.

Grade Level Materials are the following:

We use various grade level materials including the following:

- Selected grade level texts such as: Wilson Program for low level readers (K – 5) and the REWARDS reading and writing program (9 – 12) for vocabulary acquisition.
- Vocabulary presented on word walls for reinforcement. Choral repetition provides correct word pronunciation as well as word recognition.
- Use of text dependent questions to guide student discussions and writing
- Novels aligning with mainstream classes such as: Night – Elie Wiesel, Of Mice and Men and The Pearl – John Steinbeck, The Kite Runner – Khaled Hosseini, Speak – Laurie Halse Anderson, A Child Called It – Dave Pelzer

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

We use curricular, instructional, and scheduling flexibility within the least restrictive environment for our ELL-SWD students. They are programmed in the same way as general education students. They have a varied program including all core classes and are scheduled for general education courses in their minors (art, music, gym). They have the same opportunities for school involvement and are encouraged to participate in all school activities.

Instructional Support Students entering at the 9th grade level are immediately assessed to determine their reading, writing and language

A. Programming and Scheduling Information

acquisition abilities. For the most part, these students are delayed in these areas due to learning disabilities more than their lack of language acquisition. We utilize the Wilson and Rewards reading and strategies to instruct our ESL students in Self-Contained (15-1) classes. Students are provided with "visuals" to assist them with word recognition with the integration of technology via the SMART Board. We also provide instruction which prepares the students for the NYSESLAT and Regents examinations. In addition, we provide for an ISS Literacy Coach who works with all teachers in order to address the literacy needs of our students. Instruction is also provided via CTT classes.

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

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

We ensure that appropriate testing accommodation (time extension, separate location, bilingual dictionaries and glossaries, and method of exam presentation and response) is provided for students with an IEP on the Regents and on the NYSESLAT. Separate classrooms are assigned to ISS students which include all Resource and X-coded students. Students who scored Proficient "P" on the NYSESLAT within the last two years also receive test accommodations.

Students are also recruited to attend school-sponsored programs such as SIFE/Long Term ELL, ELL Success Incentive and tutorial programs and Saturday tutorials. Two programs which have enabled us to differentiate instruction for our ELLs are Empower3000 and Destination Math in Chinese and Spanish.

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.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
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.			

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 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-line program in English, Chinese and Spanish and Arabic support; Regents Tutoring; National Honor Society Peer tutoring (2-3 times weekly); and Saturday Academy tutoring. We offer credit bearing opportunities via Extended Day, Saturday Academy and Summer School. Teachers are supported by a Literacy Math Coach. In addition, we have implemented DATACTION/SKEDULA to track student progress and achievement of learning goals and as a tool for communication with staff, students, and parents. We have implemented Project Success in order to promote student attendance in Mathematics classes. Teachers make referrals for students who are cutting or absent and for other student achievement concerns. Last year, we provided SES Title I individualized tutoring in school or at home twice weekly. We offer after-school Regents tutorials in December-January and May-June for all Mathematics Regents.

Specific academic interventions for students in Science are the following:

Circular 6 Tutoring Sessions during all periods of the day beginning in September and ending in June. Students are provided with tutoring in Living Environment, Earth Science, Chemistry, and Physics during teacher's prep periods. The library and designated classrooms throughout the building are used to provide these services. Last year, we provided SES Tutoring during periods 9, 10 and after school until 4:45 P.M. beginning in September and ending in June, 2011. Title I funding was provided for students with poor economic standing to assist them with free tutorials.

After-School Regents/RCT Review during December and January and then during May and June from 3:45 P.M. to 4:45 P.M. Monday through Thursday. Teachers in each subject are assigned per-session activities to tutor for the Regents/RCT for students registered to take their exam. Teachers provide students with notes in their respective subject matter as well as teaching them skills in test taking. Saturday School Tutoring is offered from September to June three to four times a month from 8 A.M. to 12 P.M. Teachers in each discipline of science provide tutorial services in Chemistry, Earth Science, Living Environment, and Physics. These services consist of two sessions at 2 hours each and have several NHS students assisting in tutoring their peers.

Saturday School also provides laboratory make-up sessions for students deficient in the amount of lab work needed to be eligible for their respective Science Regents. These lab make-up sessions consist of four one-hour segments, enabling students to complete up to four hours of lab work.

Specific academic interventions for students in Social Studies are the following: Students receiving AIS for Social Studies attend the following services: 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.

Last year we provided SES Tutoring. Title I funding is provided for students with poor economic standing to assist them with free one-hour tutorials during and after school three days a week for the entire year. After-School Regents/RCT Review- Teachers in each subject are assigned per-session activities to tutor the Regents/RCT for students registered to take their exam for one hour 3 days a week for one month prior to the Regents Examination. Teachers will provide students with notes in their respective subject matter as well as teaching them skills in test taking. Teachers in each discipline provide tutorial services in the Saturday Academy Program 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.

English Language Learners are encouraged to take part in school-sponsored and special academic before and after school intervention programs geared towards helping them meet the standards. During the 2010-2011 school year, Academic Intervention Services via the Title III, and SIFE/Long-Term LTE enabled teachers to continue to provide before and after school differentiated instruction across all disciplines to ELLs and former ELLs for two years after having scored Proficient (P) on NYSESLAT. The SIFE/Long-Term LTE allowed us to provide much needed test-practice for the NYSESLAT. This year, we will be able to continue to provide these services pending grant allocations. We have applied for the SIFE/LTE Grant (year 5). We will sustain the following Academic Intervention programs: Empower3000, Destination Math in English, Chinese and Spanish, and implement the new intervention initiatives such as Learning A-Z (Newcomers), Rosetta Stone (LB1/LB1L), and Vantage My Access Writing Program (Transitional English Level for students at years 4-6 and LTE). Students will utilize these programs during the school day.

In October 2010 and in March 2011, students engaged in 8-10 lessons of “Overcoming Obstacles” curriculum on social skills training during Pre-Transitional classes. Throughout the 2011- 2012 academic year, and on a "at-need" basis, students participate in individual counseling and group counseling for 10 sessions. In addition, during the Fall 2011 and the Spring 2012 terms, counselors will conduct Programming and Progress Interviews to review academic status, plan and project programs based on state and city academic requirements and to assist students in graduating with Cohort and being productive individuals during and beyond the high school period. 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. A Newcomers class for newly arrived students to the United States completes our intervention program. Services are available in English and the target languages (Arabic, Chinese, and Spanish). Intervention strategies include collaborative teaching, individual and small instruction, and tiered activities (Task Rotations). Students requiring additional support services are referred to the PPT Intervention Team and receive bilingual Group counseling with Arabic, Chinese and Spanish guidance counselors.

At-risk services are provided as needed by Loretto Campbell or Alana Unterman, School Psychologists to IEP students. The services provided include working one-to-one with students in need of psycho-social and emotional support, at least one or two sessions per week based on need and specifically indicated on the IEP, to help improve attitudes and behaviors that impede academic progress. In addition, the School Psychologist, in collaboration with the IEP team, reviews established IEP’s triennially to reassess student progress toward meeting academic and psycho-social goals and provides any additional supports and advocacy as needed. In addition, the school psychologist conducts initial evaluations in collaboration with the school social worker as well as re-evaluation recommendations and parental requests for re-evaluations.

At-risk services are provided by Lydia Rafferty, 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.

Students are assigned health-related support annually, via the medical 504 process, or as stated on the students’ IEPs; and where appropriate, academic support in the classroom setting. Health paraprofessionals travel with assigned students and safeguard students’ welfare throughout the entire school day. Additionally, during the 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.

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

Cohort seniors who are below Transitional English classes who are scheduled to take the ELA Regents are programmed for a single period Advanced Literacy (EBRE) class in conjunction with a Pre-transitional LPT class. Students who have passed the ELA Regents, but have not scored Proficient (P) on the NYSESLAT and continue to be entitled to Bilingual/ESL services, are programmed for a mainstream English class and an ESL Public Speaking LPSI or LPSII class. This year, a total of 15 students who have completed both Public Speaking classes and continue to be entitled were programmed for an Advanced Literacy class (LT5). Additionally, they are also scheduled for participation in the Saturday Academy and SIFE/Long-Term tutorial program. Other support services include tutorials provided by teachers through Circular 6 and teacher volunteers, parent/guidance conferences, home visits, and education and career-oriented trips.

Classroom libraries and word-to-word dictionaries in target languages are available in all classrooms in order to promote literacy skills of

all ELLs. We will purchase additional dictionaries for the next school year. As students utilize their native language, the second language acquisition process is accelerated and academic success is fostered.

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

Instruction across disciplines is supported by technology via computer adapted assessments, IPADS, Laptop/Projectors, Mobile Labs, Periodic Assessments, SMART Boards and teacher resources. We also provided test modifications for English Language Learners who scored Proficient (P) on the NYSESLAT in June, 2011 and the prior year. English Language Learners who are Instructional Support Students receive academic supports via ICT, Resource Room and Self-Contained classes.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Fort Hamilton High School provides transitional support for a period of two years for those students who have scored Proficient (P) on the NYSESLAT and require additional support. We also provide support to former ELL who continue to demonstrate deficiencies in content area subjects. Students who have reached proficiency level on the NYSESLAT are interviewed by guidance counselors and are immediately programmed for an English mainstream program including a self-contained English class (E76-Fall and E86-Spring) which focuses on College and Career writing. In addition, they are placed in level appropriate mainstream Mathematics, Social Studies and Science classes. Twelfth graders (seniors) continue to be programmed in the "N" official class in our "House" program structure in order to monitor their progress and are also encouraged to attend tutorials. Students who scored Proficient (P) on the 2010 and 2011 NYSESLAT administration will be provided with test accommodations.

10. What new programs or improvements will be considered for the upcoming school year?

All ESL and Foreign Language classes are annualized in order to provide for continuity of instruction during the school year and reduce program changes through equalization and to provide for credit recovery. In the past, program equalization resulted in programming constraints which did not allow for continuity of instruction. Teachers have expressed the importance of having the same students enrolled in their classes for the entire school year. Students have the opportunity to recover class credit in ESL. We have purchased additional computers for our three mobile labs and iPads which will enable us to increase the number of students who participate in web-based support programs. Additionally, the additional computers will facilitate teaching and learning and help us increase communication among staff members, students and parents.

This year, all teachers have received iPads for use inside and outside the school in order to enhance, enrich and facilitate administrative duties as well as school communications on SKEDULA Outlook. iPads will be used as a productivity tool for school-related business, curriculum enhancement, research (in order to help students to make real life connections), and communication. In addition, iPads will be used to enrich, enhance and extend ELL instruction beyond the boundaries of the traditional ESL classroom environment. Students, in turn, will be able to swipe their fingers across the screen to consult their translation and dictionary apps to access key words and clarify difficult ideas. Or they can use the voice apps to record themselves aloud in English. Teachers can listen to recordings made by students to monitor students' fluency. We also purchased iPads for all staff members. We will purchase additional iPads, pending SIFE and Title III Grant allocations, to be used in before and after school tutorials.

The Mini- Media Center will be available for ELL, NLA and Foreign Language students' use to complete research, do homework, and receive supplemental instruction. The center will accommodate up to twenty students each instructional period. In addition, teachers will continue to employ the DATACATION/SKEDULA tool in all classrooms to take attendance, document students' performance, articulate with students, other teachers, and parents.

We will apply for Title III Immigrant Program Sub-grant in order to provide additional supplemental instruction to new English Language Learners and Immigrant Youth. Our school is one of 159 schools that will receive additional funding for immigrant students. Title III

Immigrant Funds are allocated to schools with 30 or more new immigrants. Funds will be used to plan for activities that provide enhanced instructional opportunities for immigrant students. We will submit the Title III Immigrant Program application by November, 30, 2011.

We will also expand our College Now Program by providing a second section of the Basic Writing Course for English Language Learners. Mainstream students and English Language Learners who are not enrolled in the Honor Academy will be afforded the opportunity to enroll in our expanded Spanish and Italian Honors classes. This Fall term, we implemented a first year of study Italian class and a third year of study Spanish Honors class. This Spring term, we will implement a first year of study Spanish Honors class. Students' level of proficiency will be evaluated and recommended via Change of Track cards for the new course. Previously, only Honor Academy students were programmed for these classes.

11.

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

12 How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELL in your building.

ELLs have equal access to all extra-curricula, guidance, support, and remedial services that are made available to all students at Fort Hamilton High School. Information regarding diploma/graduation requirements has been translated in the target languages. Student-parent and teacher contracts which highlight expectations for students for the 2011-2012 school year are translated in the target languages. In addition, students identify and revise SMART instructional goals throughout the school year. Students are afforded the opportunity to enroll in College Now courses which provide a venue for college credit. The courses provide college selection and career exploration guidance. Instruction is provided by a state-certified ESL teacher before the students' regular schedule. Students participate in peer-tutoring before, during, and after school and the Saturday Academy. We also extend an invitation to former ELLs to participate in Saturday Academy.

Students are encouraged to register for electives in content area courses. For example, students may take the following science courses: Astrobiology, Astronomy, Meteorology, EMT, Bio-Med, Microbiology, Marine Biology/Oceanography, and Pathology/Forensics. Throughout the school year, English Language Learners participate in Junior ROTC, sport programs and monthly cultural club activities. Student participation in our annual International Café and Multicultural Festival is very high as students join together to celebrate their diverse cultures and talents. Additionally, parent participation continues to increase at our school-wide Multicultural Festival and monthly PTA meetings.

This past school year, graduating seniors were afforded the opportunity to participate in a Summer Enrichment Program at Kingsborough Community College in an effort to avoid entering ELL freshmen having to take remediation courses in English. Prospective students were interviewed by college officials. Those students who were accepted to the program had all expenses paid by the college.

13 Instructional materials

Examples of the strategies/materials including technology employed to promote student's skills include the implementation of strands of the Workshop Model for Balanced Literacy, Empower3000 Differentiated Reading, Destination Math in Chinese and Spanish, Vantage My Access, Learning A-Z, iPads, SMART boards, laptop projectors, Airliners in all lessons; QTEL, Ramp Up and Scaffolding strategies; Differentiated Instruction; small group work; and one-to-one tutoring and extended-day support (Saturday Academy).

In order to ensure that English Language Learners meet the State Common Core Standards and pass the required Regents examinations, and ESL, ELA, NLA, and all Bilingual and Content Area classes, teachers use varied strategies (English, Arabic, Chinese, and Spanish) to assist the students in their learning of L1 and L2. These include QTEL (English and Spanish), Read Aloud, Brainstorming, Carousel, Choral and Part-Choral Repetition, Cooperative Learning; Semantic Mapping, Task Rotations based on student multiple learning styles. Vocabulary development and expansion with the utilization of "word walls" and the promotion of critical reading and problem solving skills is evident in all classrooms. In addition, multiple resources and visual aides are used to assist students. Maps, video clips, primary sources, charts, graphs, and timelines all supplement instruction. Pair/share activities are an essential element of instruction. The strategy of matching a student with a peer who possesses stronger vocabulary skills enables both students to maximize learning.

Computer Assisted Instruction such as the differentiated Empower3000 Reading Program, Destination Math Program in Chinese and Spanish, and Learning AtoZ are programs which were implemented this past spring term. This was made possible via prior SIFE/Long-Term LTE and ELL Success Grants. We will provide Arabic support during the 2011-2012 school year. In addition, teachers will continue to implement strands of the Workshop Model for Balanced Literacy, Mobile-Lab, Smartboard, Lap-top projectors, and Airliners as they differentiate instruction. Classroom (English and select languages: Arabic, Bengali, Chinese, Korean, Urdu, and Spanish) libraries in all ESL, ELA, and NLA classes, portfolios, and technology –based lessons complete the instructional program. ESL, ELA, NLA, and Content area teachers engaged in bi-monthly Teacher Team Meetings to discuss and share strategies and techniques. Paraprofessional assistance is provided in the lower-level ESL classes as well as in select Native Language Arts classes. As a result, student engagement will continue to increase at all levels of language instruction as students activate prior knowledge, exercise autonomy, and become independent learners. Students work at the board, engage in interactive SMART Board activities, read from text/board/screen, and engage in paired/group tiered activities and self/peer assessments. Additionally, students engage in problem solving and critical thinking instructional activities.

14 How is native language support delivered in each program model?

Native language support is provided in all classes as our teachers are multilingual and able to support students' learning of L1 and L2 in bilingual and ESL content area classes. CR-Part 154 mandates that instruction using NLA support be available to all students. The percentile for NLA support is never zero. Students in Chinese Native Language Arts will take the Advanced Placement course in Chinese which culminates in the Advanced Placement Test. Bilingual classroom libraries and dictionaries are available in all classes. We will purchase additional classroom libraries to supplement our existing selections. Instruction is aligned with English Language Arts in order to prepare for the ELA. Students are able to transfer their newly acquired skills to English, thereby enabling students to succeed on the ELA. We are presently participating in the SNLACG Pilot, across three language levels, which is sponsored by the OELL. We are implementing the Spanish Native Language Arts Curriculum Guide this year which is based on the four New York State Learning Standards and centered around six themes: Education, School Life, Academic and Technical Studies, The workplace, Technology, Traditional vs. Modern Education, and The concept of Perfection/19th Century: Romanticism, Realism, and Naturalism. This guide will enable educators to provide a uniformed curriculum which will facilitate academic placement of Spanish speaking English Language Learners in any NYC high school NLA program. Students participate in the Empower3000 Spanish web-based program and students who speak Chinese participate in Destination Math Chinese. Arabic support is provided by ESL and Content-area teachers and paraprofessionals who speak Arabic.

15 Do required services support, and resources correspond to ELL ages and grade levels.

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

16 Description of activities to assist newly enrolled ELL

In an attempt to assist newly enrolled ELL make an easy transition from Intermediate school or school in native country to high school, Fort Hamilton High School hosts a Summer Bridge Program for incoming 9th graders. This program includes enrichment in English and Math, as well as time-management skills. This program begins July 6, 2011 and ends August 7, 2012.

In May, 2011 and on June 16, 2011, prior to registering at Fort Hamilton High School, students from "Feeder" schools were invited along with their parents for Welcome Night and Information Night. Students received the school handbook, information about the Summer Bridge Program, school newsletters, a copy of our school newspaper, welcome letter from the principal and the Parent Coordinator (Fran DePrima), bell schedule, Language Preference Form, and the Freshman Summer Reading list. Students have the opportunity to ask questions, and be informed of the beginning of the year procedures, special programs, and extra –curricular activities. This ensures that new freshmen students are equipped to be successful students. Students are also scheduled to take a language placement test in English and

Native language in May.

Upon return to school in September, students are required to complete an assignment based on their summer reading. They also take a test which will count for part of their first marking period grade. In addition, students use the reading response questions (on the back of the reading list) to guide their reading and create a study guide. Students borrow the books from the public library, purchase them at the local bookstore, or on the Internet. Students are required to read all three books for the class they will enter in the fall.

Freshman Orientation was held on Wednesday, September 1st and Thursday, September 2nd. Over 600 incoming students attended along with many parents. It was a very successful event. Teachers came in during their vacation and volunteered their time walking the students around the school and explaining to them the secrets to success at Fort Hamilton, thereby making their transition into high school as comfortable as possible. Students have an introduction to key staff members, view video presentations and receive a lesson on "Getting Started in High School." Students also receive a school folder and a wallet and have an opportunity to obtain their Fort Hamilton High School photo identification card. Bilingual staff members (Arabic, Chinese, Spanish) assist during the orientation session.

Information Night was held on October 13, 2011. Parents and students were invited to visit the school once again to obtain information regarding the next four years of students' high school career. Students meet the staff and tour the school after they participate in an assembly program.

The LAB/BESIS Coordinator interviews all "over-the-counter" admits who enroll during the last week of August prior to the opening of school. The intake process includes completion of the Home Language Information Survey, distribution of Parent Guidelines translated into respective languages, individual interviews, administration of English and native language placement tests for eligible students, and early LAB-R testing to avoid errors in placement. Students who speak Spanish are administered the Academic Language and Literacy Diagnostic (ALLD) in order to identify SIFE students. The Spanish LAB test is administered to all newly-arrived students from Spanish speaking countries.

In response to the recommendations made by the 2010-2011 Joint Intervention Team Review, we have enhanced instructional programs and implemented new initiatives in order to address the instructional needs of our ELL.

17 What language electives are offered to ELL?

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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 to afford them the opportunity to articulate and share Best practices. Other examples of professional development activities are Demonstration Lessons, Common Professional Periods, Joint Department Meetings and New Teacher Workshops.

Professional development day mandated for all New York City high school teachers during the 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 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 (1 st October 24, 2011-Demonstration |
| Lesson on | the identification of symbols in literature) |
| • 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
- Vantage My Access Training September 8, 2011
- Vocabulary Development and Expansion October, 2011

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

- SIFE Diagnostic Assessment Training TBD
 - SIFE/Long-Term ELL Grant Writing Workshop September 16, 2011
- Dorish Muñoz Fuentes, A.P.

The tentative dates for the ELL Focus Group Meetings/Professional Development, facilitated by the ESL Instructional Coach, are as follows:

- | | |
|-------------------|--|
| November, 4, 2011 | Study Skills/Organizational Strategies for ELL |
| December 9, 2011 | Vocabulary Building for ELL |
| January 6, 2012 | Cultural Awareness for Teachers of ELL |
| February 10, 2012 | Information About ELL Academic Interventions Services and Programs |
| March 9, 2012 | Common core Standards and ELL |
| April 13, 2012 | Details of NYSESLAT Administration |
| May 1, 2012 | NYSESLAT Administration Training |
| June 9, 2012 | End-of-Year Reflection and Planning for the 2012-2013 school year |

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

PD Topics for all staff have included:

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

Select teachers will attend professional development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. In addition, teachers will share common preparation periods, where possible, for articulation and/or meet once a week for collaborative planning regarding student progress via Teacher Team meetings. Teachers will analyze data to identify which students need additional supports utilizing Datacation/ SKEDULA in order to inform instruction and set differentiated annual and interim goals for those students to accelerate their learning. They will be able to share best practices and

implement techniques and methodologies in their classroom, thereby improving teaching performance and student performance. Finally, teachers will be paid at the per-session rate for participation in the learning communities, whenever possible. All teachers will demonstrate improved teaching techniques as demonstrated in students' work and teacher commendations on informal and formal observation reports.

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 appreciative of the opportunity to participate in them. The trips also served as a motivational tool for student participation in the Academic Intervention Program as well as good student behavior during the course of the school term. Parents as well as students engaged in conversations and made new friends. In addition, parents of ELL students continue to participate in our ESL Parent Involvement Program in which they receive ESL and Computer Basics Instruction. Parents have taken neighborhood tours and visited various restaurants in order to practice their newly acquired language skills.

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

On May 2, 2011, parents received an invitation to the Parent conference at Columbia University. Students were given flyers to bring home as part of a class assignment. On May 16, 2011, parents received letters regarding community and citywide Education Council elections. Parent participation in elections is strongly encouraged.

2. Partners with CommunityBased Organizations:

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

Memorial Hospitals and VATEA. Outside contractors from Legal Interpretation Services provide oral interpretation services for parents during the Fall 2011 and Spring 2012 Parent/Teacher Conferences in addition to bilingual staff members. In addition, Fort Hamilton High School will partner with the Joffrey Ballet School in September, 2012 to begin a professional dance program.

Specific activities in which Fort Hamilton parents participate are the following: Parent Awareness Workshop; Arts for a Cure on October 22, 2012; Halloween Window Painting Contest coordinated by Gareth Ganim; Fall Play Production of "Sylvia" week of November 7th; Breast Cancer Awareness Workshop sponsored by Methodist Hospital; College Workshop presented by Larry Strickler, Baruch College; Bullying and Cyber Bullying Parent Workshop presented by the Charles J. Hynes, District Attorney's office; DATACTION:PUPIL PATH Workshop for Parents; Financial Aid Workshop; Town Hall School Safety Meeting presented by Mr. Kozlowsky, Assistant Principal Security; Fashion Show for Students and Parents sponsored by the PTA will be held in May, 2012; 70th Anniversary Celebration for Parents, Teachers, and Alumna sponsored by the PTA and Alummmni Association on November 19, 2012; Promotion Criteria Workshop, College Information Night held on October 3, 2011 sponsored by the College Office; Information Night held on October 13, 2011 organized by Rosaria Mancini, Assistant Principal Support Services, and Doo-Wop Show held on October 15, 2011 organized by the PTA and Francine DePrima, Parent Coordinator.

The Empower3000 program will help support the home-to-school connection by enabling parents to actively participate in the Parent Edition. Parents will be able to have their own accounts and be directly involved in their child's use of Empower3000 Solutions and literary success. Parents will get hands-on practice accessing Empower3000 Solutions and completing the Five-Step Routine. Parents will also learn to use reports to monitor their child's progress.

We 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. All information regarding conferences, meetings, and announcements of upcoming school events is disseminated to parents in Albanian, Arabic, Chinese (Cantonese and Mandarin), Greek, Polish, Russian and Spanish. Documents and/or flyers are translated by the bilingual staff members or the Translation and Interpretation Unit. Documents that cannot be translated by the Translation and Interpretation Unit are translated by Legal Interpretation Services, an outside vendor in partneship with the Department of Education. In addition, the principal makes phone messages of all school-wide events.

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

In order to assess the needs of parents including written and oral translation needs, we conduct interviews with students, teachers, guidance counselors, and parents (in the target language). We also conduct surveys (in target language) in order to ascertain the needs of parents concerning scholarship, school events participation, specialized programs and programs of instruction. Telephone calls by bilingual staff members 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 DATAACTION: Pupil Path in addition to telephone messages made by the principal.

Parents are encouraged to contact the school again if they have not been contacted by their children's teacher in a timely fashion after their initial call. When parents fail to contact the school in response to our outreach, home visits are conducted by family assistants in order to determine if they continue to reside at the address which is on file and to ascertain whether or not they are in need of the services which are provided by our school personnel. Many times, parents are not aware of who the person is that they should contact. All assistant principals make a concerted effort to meet with parents personally or engage in telephone conferences whenever a parent calls or visit the school. All outreach is made in the parents' preferred language and documented. Fort Hamilton High School has an "open door policy" regarding parental connection with the school.

Fran DePrima, Parent Coordinator has a very important role in our school. She is responsible for the following school activities and/or events:

- Conducts tours of our school for in-coming students from feeder schools or transfer students from neighboring or out-of-state schools;
- Organizes student and parent participation at the Orientation Program for incoming ninth graders at the beginning of the school year;
- Conducts parental outreach regarding students' programming for Summer School and informs parents of students attendance and scholarship in Summer School;
- Collaborates with the PTA to organize fund raisers, PTA meetings and parent conferences;
- Articulates with Assistant Principal Foreign Language/ESL regarding the International Café and the annual Multicultural Festival;
- Advocates for parents;
- Represents parents at Suspension Conferences
- Responds to parental emails regarding their child's academic concerns and provides recommendation regarding student concerns;
- Provides parents and students with codes for logging on to ARIS and DATAACTION/PUPIL PATH;
- Organizes and collects Parent and Student Surveys;
- Collects and organizes information for publication of the Principal's Semi-annual School Newsletter;
- Attends Information Night and Welcome Back Night for parents of incoming-9th graders;
- Attends PTA meetings and city-wide meetings;
- Secures translators for parents during Parent Teacher Conferences; and
- Submits school documents for translation to the Translation and Interpretation Unit.

All parental contacts are conducted by licenced staff members who are multi-lingual in the parent's language of choice. All documents that contain individual, student-specific information regarding health, safety, legal or disciplinary matters, and entitlement to services are 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.

4

During all parent/teacher communication, we make a concerted effort to answer parents' questions regarding programs and resources provided to our ELL population. Many parents need support regarding students' lack of interest in school, employment needs, emotional concerns, poor scholarship, and attendance. Guidance counselors, teachers, and administrators follow an "open door" policy regarding parental visits to the school. We are always available to meet with parents individually or in groups.

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 facilitate the acquisition of these skills. Students at the lower levels engage in public speaking activities. We have implemented the Learning AtoZ web-based program which focuses on listening skills. We also piloted the ESL Reading SMART Program which provides fiction and non-fiction reading. Students at the higher levels are programmed for a Public Speaking class.

We have noted that eligible students who are determined to be "Not-entitled" according to their LAB-R score are not able to perform at their language proficiency levels in mainstream classes. Given that these students are not entitled to ESL/Bilingual services, they have been recommended for our Saturday Academy Program for academic support. We will implement a new mainstream English course in the 2012 Spring Term across grade levels that will address the linguistic needs of these students. Students will be programmed for a double period literacy class according to grade level (9-12). They will also receive supplemental instructional support via the Title III Immigrant Program, pending grant allocation.

3.

As mentioned previously, the total number of English Language Learners enrolled (769) in the General Education Program by grade level as of October 21, 2011 is indicated below*:

Ninth- 243	Eleventh-125
Tenth - 316	Twelfth-85

* The total number of ELL was 910 (including 141 ISS) as of October 21, 2011. Total enrollment continues to change on an ongoing basis.

The number of entitled Instructional Support Students (141) with 81 students who are X-Coded for NYSESLAT. These students will be programmed for ESL classes and administered the NYSESLAT in May, 2011.

Review of the scores reported for the 2011 NYSESLAT on the RMSR report dated 8/8/11, indicates that 722 students are entitled to Bilingual/ESL services. This number includes in-coming 9th graders. The number of ELL scoring at the Beginner, Intermediate, Advanced and Proficient levels on the 2011 NYSESLAT according to grade level is indicated below:

*82 students enrolled at FHHS scored Proficient (P) on the NYSESLAT. This total includes in-coming 9th graders from the feeder schools.

For all grades, the highest percentile is at the Intermediate level of language proficiency with 21.7 % (10th graders) of 722 entitled students scoring Intermediate ("I") on the NYSESLAT. Performance for all 11th and 12th graders, during the 2012 administration of the NYSESLAT, is expected at the Advanced and Proficient (P) levels.

NYESLAT Score	Beginning	Intermediate	Advanced	Proficient	Total	Percentile of "P"
2011	210	372	140	82	804	10.1 %
2010	221	272	153	101	747	13.5 %
2009	116	272	128	38	554	6.8 %
2008	94	331	162	76	663	11.4 %
2007	77	336	133	45	591	7.6 %

Assessment results for students who continue to register daily indicate the placement of students at the Advanced and Intermediate level which has resulted in having to create an additional Intermediate class and cancel a Beginner class in order to accommodate the new students. Last year, over-the-counter students scored at the Beginner level. Students who are programmed for Intermediate ESL classes based on their reading and writing ability have very weak listening and speaking skills. These students will be supported via differentiated

instruction which addresses the students' learning styles and specific area of weakness. Many students who recently registered in NYC schools are coming from neighboring states, not native country, and have had instruction in English.

ESL teachers meet bi-monthly to review data and make recommendations for revisions in instructional planning. Data and recommendations are then reviewed by the members of the Core Inquiry Team at its monthly meeting, resulting in instructional decisions in response to those areas regarding student achievement which are in need of improvement. All ESL teachers are involved in the process of reviewing NYSESLAT data and its implication for instructional planning. They include Argyri Apostolou, Maria Boscarello, Barbara Codd, Lisa Gold, Nisrine Kalouch, Christine Kavar, Alice Kenny, Rimma Kunik, Li Neng Li, Brian Loudon, Jill Pitarresi, Paisley Rew (on Sabbatical), Ronny Rodriguez, Carol Speirs, and Mikki Theodosiou. Native Language Arts teachers are also involved in the process: Ping Chen, Christine Kavar, Li Neng Li, Simon Lo (on Sabbatical), Maria Gallosa, Jacqueline Rico, and Joanne Zhen.

The Fort Hamilton High School Core Inquiry Team consists of Jo Ann Chester, Principal, Gregory Abood, Assistant Principal Social Studies, Jeff Brisard, Assistant Principal Programming/Technology, Joann Cingari, Assistant Principal ISS, John Christakos, Assistant Principal Science, Vincent Fabozzi, Assistant Principal Mathematics, Virginia Izzo, Assistant Principal English, Rosaria Mancini, Assistant Principal Pupil Personnel, Dorish Muñoz Fuentes, Assistant Principal Foreign Language/ESL, Amy Bossack, Math Coach, Denise Kritikos, Testing Coordinator, Brian Loudon, LAB-R/BESIS Coordinator, Niki Maratos, Literacy Coordinator, Jill Pitarresi, ESL Instructional Coach, and Barbara Stensholt, ISS Coordinator.

4a.

Review of the LAB-R, NYSESLAT Exam History Report (RLAT) by the Core Inquiry Team and ESL teachers at a Teacher Team meeting indicates that students' listening/speaking skills fall behind reading and writing skills. Our students are able to pass the ELA which assesses reading comprehension but do not demonstrate language proficient on the NYSESLAT. NYSESLAT proficiency levels indicate that although students demonstrated improvement in the four modalities, they did not meet the "cut-off" criteria required in order to move-up to the next level. This explains the large number of students 94 -(100 in 2010) Beginner, 168 -(177 in 2010) Intermediate, 52 (50 in 2011) Advanced who remained on the same level with the largest group of students at the Intermediate Level. It takes a long period of time for the students to move from the intermediate level to an advanced level.

Review of the progression of students' language proficiency at different instructional levels indicates that the highest number of students moving to a higher level of proficiency was at the Beginner level-83 (79 in 2011) than at the Intermediate level -54 (74 in 2011). In order to address the needs of the students at the Intermediate level, we have expanded web-based programs such as the Vantage My Access writing program and the Empower3000 reading and writing program. We also purchased the Rosetta Stone program. Students will be able to obtain immediate feedback for improvement when submitting their written work and enable the teacher to differentiate instruction for all students at their proficiency level. All teachers participate in technical training before implementing the programs. Teachers engaged in Vantage/My Access and Empower3000 training during Professional Development Day on November 8, 2011.

For the Spring Term, we will employ the Empower3000 new set of tools that forecast our students' readiness for college and career based on their Lexile reading levels with Achieve3000. These tools provide valuable instructional planning information. College and Career Readiness Reports will inform us as to which of our students are on track for college and career and which students are most in need of support. We will be able to plan aggressive intervention where it is most needed.

In addition, the largest numbers of absentees was at the Intermediate level. Teachers have found that it takes ESL students a longer period of time to move to the Intermediate and Advanced or Proficient levels. Many students achieve Advanced or Proficient on the listening and speaking modalities. However, their reading and writing skills continue to need improvement. This school year, we will implement strategies which will address students' reading and writing skills. Students will continue to participate in the Empower3000, My Access Reading Programs. Instruction will focus on prepreparing students for the completion of a literacy task which will require them to read and analyze an informational text. The Empower3000 differentiated reading program will facilitate this endeavor.

Beginner Level	to	Intermediate Level	=	83 students
Intermediate Level	to	Advanced Level	=	54 students
Intermediate Level	to	Beginner Level	=	10 students

Advanced Level	to	Intermediate Level	=	11 students
Beginner Level	to	Advanced	=	6 students
Beginner Level	to	Beginner	=	94 students
Intermediate Level	to	Intermediate Level	=	168 students
Advanced	to	Advanced Level	=	52 students

Absentees	
Beginner Level	52 students
Intermediate Level	63 students
Advanced Level	12 students

An analysis of the FHHS School Accountability and Overview Report for 2010-2011 indicates that we are meeting AYP in English for Blacks or African Americans and White student groups. Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, English Language Learners, and Students with Disabilities and Economically Disadvantaged did not make AYP. We made AYP using Safe Harbor Target in Mathematics for all students except Hispanic or Latino, Students with Disabilities, and ELL and Economically Disadvantaged. In addition, reflection on the performance of students reveals that students do not have grade appropriate credit accumulation due to poor attendance and scholarship. The performance index of ELL on the ELA exam was 135. This did not qualify for Safe Harbor for 2010-2011 and was below the Safe Harbor Target of 142 for 2011-2012. The performance index of ELL on the Mathematics exam was 156. This is below the Safe Harbor Target of 155 for 2010-2011 and below the Safe Harbor of 1160 for 2011-2012.

The implications for instruction were discussed in Cabinet with the Principal and Inquiry Team and ELL Focus Group meetings. In order to make AYP for two consecutive years, we continue to program students scoring below 65 on the ELA exam for a double period prep class. Students who failed the ELA are programmed for a self-contained ELA single period support class. Students who have scored below 75 are afforded the opportunity to re-take the exam the next exam administration. The Principal continued the ESL Saturday Academy with instruction in English, Native Language Arts and ELA Regents prep. In addition, students identified as students with interrupted formal education (SIFE), Struggling ELL and Long-Term LTE receive supplemental instruction before, during, and after school.

We will continue to differentiate instruction via instructional activities that address students' learning styles and interests, focus on vocabulary development and reading comprehension skills, promote critical thinking and problem solving skills, and prepare students for career and college readiness and actively engage in parental outreach. Students will be afforded multiple opportunities for success in the classroom via academic interventions before, during, after school. This will result in a 2% increase in the number of second language students achieving a grade of 75 or above for students taking the ELA Comprehensive, Language and Content-Area Regents and higher language level or a Proficient (P) score on the NYSESLAT.

An analysis of student scholarship in ESL shows that there was an increase of +7.4 % in the passing rate from spring 2009 to spring 2010 (69.6% passing in 2009 and 77% passing in 2010). In 2011, there was a -1.88 % decrease in the passing rate (75.12%). Although teachers actively participate in parental outreach and submit referrals via the Project Success program and many students attend tutorials receiving differentiated instruction, student attendance (absences and cutting) continues to impact student scholarship in addition to the ongoing registration of students who register over-the-counter with low-level literacy skills, students with interrupted formal education (SIFE), and LTE. This has many implications for instruction. Although, we have afforded our at-risk students multiple opportunities for student participation in academic intervention programs, participation is not consistent. For the 2011-2012, teachers will continue to actively engage in parental outreach via Circular 6, reflect on data, differentiate instruction in order to provide for students' learning styles and interests, and make referrals to Saturday School and other tutorials. We will apply for academic intervention grants in order to sustain the support programs we have implemented throughout the past school years.

Cohort seniors who have met graduation requirements in ELA (scoring above grade 65 on the ELA Regents) but have not yet passed the NYSESLAT exam are programmed for an English class (E76/E86) to prepare students for the rigors of College and Career writing in

conjunction with a Public Speaking class (LPS1/LPSII). This class is taught by an English teacher with a Master's Degree in TESOL.

Cohort seniors who have not met graduation requirements in ELA are programmed for a double period Transitional English class and a single period Advanced Literacy (EBRE) class to prepare them to retake the exam. The class is taught by a state-certified ESL teacher.

ESL students in the 2011 Cohorts who are not making progress will be programmed for an Advanced Literacy class in the 2011 Fall school term. These students have not reached the Transitional level of English and have not been tested on the ELA Regents. They need intensive instruction and will be programmed for a Pre-Transitional (LPT) class in conjunction with an Advanced Literacy class.

January, 2011 ELA Regents Results-Single Session:

Total # Taking	# Grades 0-64	% Fail	# Grades 65-84	% Grades 65-84	# Grades 85-100	% Grades 85-100	% Grades 65-100	
ESL	130	73	56%	51	39%	6	Less 1%	44%

English Language Arts Regents, June 2011

2012 Cohort

79	39	49%	34	43%	6	8%	51%
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2011 Cohort

88	42	48%	41	47%	5	6%	52%
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Review of the ELA Regents examination results in June 2011 indicates that 43 % of 79 (2012) Cohort Juniors received grades of 65-84 and 8% received grades of 86-100 with 51 % of students passing with grades of 65-100. 47% of 88 (2011) Cohort students received grades of 65-84 and 6% grades of 85-100 with 52% of students passing with grades of 65-100. There was an increase in passing percentages on the June, 2011 exam.

English Language Learners received support in preparing for the ELA Regents via an Advanced Literacy class as well as in before and after school tutorials. Students had multiple opportunities to take the exam. We will continue to program all students eligible to take the ELA Regents for support classes and enroll them for academic intervention programs in order for them to perfect the skills necessary for success on the exam.

For the 2011-2012 school year, we will continue to make progress for ELL a priority goal, with a focus on strengthening reading comprehension skills and vocabulary development and the differentiation of instruction based on students' learning styles, and the implementation of the NYS Common Core Standards in ELA and ESL. Students will receive instruction that will prepare them to read and analyze an informational text and write an essay in response. We will increase opportunities for students to complete course work via credit recovery, thereby increasing credit accumulation for students in Saturday Academy. Finally, we will be able to track student progress using ARIS, STARS and DATACTION/PUPIL PATH and communicate with staff, students and parents.

The following information is included in this narrative because the template below does not include a category for Chinese Regents and Spanish Regents. The category only provides for overall data for exams in the native Language. Review of the Regents data indicates that students taking the Regents in Chinese have a higher passing rate than students taking the exam in Spanish. Teachers afford the students in Bilingual Chinese Living Environment classes the opportunity to take the exam in English. Students speaking Chinese take advantage of this opportunity and perform at a higher level in both the Chinese and English versions of the exam than students who speak Spanish. In order to assist the hispanic student population, students will be engaged in before and after school tutorials.

Global History

English	153	105	31.4 %
Chinese	106	80	75.4 %

Spanish	40	20	50 %
US History			
English	70	50	71.4 %
Chinese	106	85	80.1 %
Spanish	30	33.3	66.7 %

In the area of Social Studies, there was a decrease in the number of students who received a passing score on the Global Regents. 68.6% of ELL (299 taking) received a passing score of 65+ on the Global Regents (85 % of ELL (240 taking) received a passing score of 65+ on the Global Regents in 2011) including 106 students who took the exam in Chinese (75.4 % -80 passing) and 40 students in Spanish (50 %-20 passing). 70.3 % of ELL (145 taking) received a passing score of 65+ on the US History Regents including 106 students who took the exam in Chinese (80.1% %-85 passing) and 30 students in Spanish (33.3 %-10 passing). ELLs are performing on par in the area of Chinese instruction and slightly below par in the area of Spanish instruction. With continued instructional supports and increased resources, we will continue to target the ELL population and focus on best serving the needs of the ELL. Native language support is essential at this level.

Living Environment -ESL

English	84	46	55%
Chinese	122	106	86 %
Bilingual Living Environment-Chinese (Students taking exam in English)	52	43	82 %
Spanish	22	7	32 %
Bilingual Living Environment-Spanish (Students taking exam in English)	4	2	50 %

In the area of Science, 31 % of ELL (148 taking) received a passing score of 65+ on the Earth Science Regents. All students took the Earth Science Regents in English.

The total number of students taking the Living Environment was 284 with 71.4 % passing with a grade of 65+ (203 taking), 22 students (32% 7 passing) of students took the test in Spanish and 4 students (50% 2 passing) in Bilingual classes took the test in English. 84 students in ESL (55% passing-46 taking), 122 students (86% passing-106 taking) took thhe test in Chinese, 52 students (82% passing- 43 taking) in Bilingual classes took the test in English.

Students who attend classes regularly are doing well. Passing percentages continue to lag for students in Bilingual Spanish classes. Failing students are recommended for Saturday Academy tutorials in order to prepare them to retake the exam in January, 2011. Daily instruction will focus on the development and expansion of content-area vocabulary and comprehension via the implementation of strategies that address reading and writing skills. Teachers of ESL and Bilingual Science classes meet with the ESL Instructiconal Coach monthly in order to discuss instructional strategies that will accelerate learning for ELL. Content-specific vocabulary has been shared with ESL teachers so that content-vocabulary will be infused in daily ESL lessons. The use of visual anchors will facilitate this practice.

In the area of Science, 79% of ELL (19 taking) received a passing score of 65+ on the Physics Regents.
In the area of Science, 57% of ELL (49 taking) received a passing score of 65+ on the Chemistry Regents.

2011 Regents:

Algebra	Language	# of ELLs Taking exam	# of ELLs Passing exam	% Passing	% Failing
	Chinese	156	101	64.7%	35.3 %
	Spanish	23	9	39.1	60.9 %

In the area of Mathematics, 61.4 % (179 taking) of ELL received a passing score of 65+ on the Algebra Regents. 64. 7% (101 passing) of students (156 taking) took the exam in Chinese and received a passing score of 65 + while 39.1 % (23 taking) of students (9 passing) took

the exam in Spanish. There were no students who took the exam in English. Failing students will be programmed for Saturday Academy and before and after school academic intervention programs using the Destination Math Differentiated Computer-based Algebra program in Chinese, English, and Spanish with Arabic support in addition to tutorials. We will offer opportunities for credit recovery during and after school, resulting in an increased number of students meeting promotional requirements. Data reveals that student performance is higher for Asian students than Hispanic students. In order to promote attendance for students who are not attending Math classes resulting in poor scholarship, we will make parental outreach and refer any student to Project Success who has been absent more than three consecutive days and parental outreach has not produced any results. Finally, technology-based instruction in Math classes via the SMART Board will include Math Tools that enable the teacher to draw figures, graphs, and constructions, thereby addressing the needs of visual and kinesthetic learners and promote more student engagement.

ELL-ISS - June 2011

Regents # of students taking	0-54	55-64	65-84	85-100	% passing 55-100 *	%passing 65-100 *
English	30	9	9	11	1	70% 40 %
Global						
History	16	7	2	6	1	56.3 % 43.8%
US						
History	25	19	3	2	1	31.6 % 15.8 %
Algebra						
	19	10	5	4	0	47.4 % 21.1 %
Living Environment	25	11	7	7	0	56 % 28 %
Earth Science	17	12	4	1	0	29.4 % 6 %

*Local diploma credit

*Regents diploma credit

Analysis:

The statistics above indicate that the ELL students in the ISS program are making adequate progress in their English, Global History, and Living Environment Regents exams. However, US History, Algebra, and Earth Science statistics indicate a lag in ISS compared to General Education students, which implies that more needs to be done to improve their performance. We hope to accomplish this by including more specific strategies targeting content vocabulary and focusing on content comprehension in each subject area. Teachers will include choral repetition exercises in their lessons to ensure that students are familiar with content specific vocabulary. More visuals and hands-on experiences will also assist these students to understand the content being taught.

Overall, more ISS-ELL students are earning local diploma credit as opposed to Regents credit. In order to improve the number of students earning Regents credit, teachers will include Regents oriented tasks in each content area to help prepare students for success in Regents exams. Teachers will accomplish this by implementing a well defined, rigorously structured plan of instruction. Teachers will ensure that they are skilled in addressing the needs of their ELL students via professional development in the ESL department. They will also use their data to assess teaching and learning and will regularly adjust instructional planning based on student performance. By implementing this course of action, we hope to see improvement in performance in June 2012.

Development of Chinese and Spanish literacy is assessed via the annual Chinese Reading Test and Spanish Reading Test, El Examen de Lectura en Español (ELE). These tests help FHHS meet the Part 154 requirements for the evaluation objective relating to student progress in native language arts. Students' scaled scores on the Chinese Reading Test continue to increase from year to year (2009-2010-2011). In May, 2011, we administered these assessments following the 2008 revised test procedures which enabled us continue to increase the number of students who were tested compared to the last three prior years. A smaller number of students take the Reading Test ELE in Spanish (87) as compared to the Chinese Reading Test (165) due to the fact that third-year Spanish Native Language Arts students who take the Spanish Regents are exempt from taking the El Examen de Lectura en Español (ELE).

Review of Primary/Secondary Exam Report (RMSR) dated 10/05/11 indicates that 54 students took the Spanish Reading Test (87 in 2011). Review of the same report indicates that 374 students took the Chinese Reading Test (337 in 2011). Data indicates that the number of students taking the Chinese Reading continues to increase as more students speaking Chinese are enrolled in the school while the number of

students taking the ELE decreases with lower enrollment levels of Hispanics in Transitional Bilingual classes. In addition, many of the entitled students who speak Spanish are English dominant and have opted out of Bilingual services. No scores were indicated for 22 of the students who took the Chinese Reading Test. It is possible that the answer documents for these students were invalid due to extraneous marks which interfered with the scanning of the documents despite our efforts to ensure that students complete all the information on the document. Students had the highest percentile at the 75-99 performance level in Chinese and as well as in the Spanish Reading Test-ELE. Student progress in native language proficiency continues to increase both in Chinese and Spanish.

In the area of Arabic Native Language Arts, 76.4 % of 17 taking (28 taking in 2010) of ELL received a passing score of 65+ and 23.5 % for 65+ on the Arabic LOTE Regents In the area of Chinese Native Language Arts, 83.3 % of (102 taking) of ELL received a passing score of 85 + on the Chinese LOTE Regents and 14.7 % received grades of 65+. In the area of Spanish Native Language Arts, 79.4 % of (34 taking) of ELL received a passing score of 85+ and 20% received a grade of 65+ on the Spanish Regents The two students who failed have low level reading and writing skills and therefore cannot understand the instructions on the Spanish Regents which are provided in English. Regents type-questions will be integrated in lesson plans in order to provide students with practice in responding to listening and writing questions during the different phases of the developmental lesson plan.

All other students successfully completed the LOTE Regents Examination in Greek (1), Korean (1), Polish (1), Russian (2), and Urdu (1) with a passing score of 85+.

We are continuing to target the ELL population using several instructional modalities. Some examples of school-wide strategies/initiatives include: annualized single and double period ESL classes; Level I and II Public Speaking classes for those students who passed the ELA Regents examination and have not scored Proficient (P) on the NYSESLAT; Differentiated Technology-based Destination Math Program in English, Chinese and Spanish; Empower3000 in English and Spanish; Rosetta Stone; increased technology-based differentiated instruction (SMART boards, laptop projectors, Airliners); increased tutoring before, during, and after the school day; new textbooks, bilingual dictionaries and classroom libraries in English and target languages that cater to English Language Learners; and Regents Review Portfolios that supplement classroom instruction and Regents Preparation. Technology-based instruction serves to reach the English Language Learners using alternative approaches to learning.

We will provide NYSESLAT preparation via the Students with Interruption Formal Education (SIFE)/Long-Term ELL Academic Intervention Grant (pending Grant allocation). Securing such funding will enable us to sustain the academic intervention programs which we have implemented in the past four years in order to accelerate the academic learning of all English Language Learners. This past year, we were able to sustain the support programs established via the Demonstration Site (2008) AIS allocations in addition to being awarded three grants. Review of the results of the ELL Periodic Assessments will enable teachers to look at the components of the test and determine how the students fared on each component. Instructional planning will reflect those areas in which the students demonstrated deficiencies. Native Language support will focus on the transfer of L1 skills to English.

.4b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

School leadership meets in Cabinet to discuss the results of the ELL Periodic Assessments and their implication for instruction. The Cabinet considers technology web-based programs for purchase and plan for professional development opportunities to assist teachers in analyzing the data and planning for remediation. Teachers receive professional training following the administration of the assessments. On-line programs such as Vantage/My Access for writing, Empower3000 for reading are two examples of programs that have been purchased in order to promote reading and writing skills. The Inquiry Team also reviews the data in order to identify instructional strategies and materials/resources which will be implemented to address those areas in need of remediation.

The ELL Periodic Assessments are administered to English Language Learners in order to predict how students will perform on the NYSESLAT. Assessments inform us of the strengths and weaknesses and which modalities must be addressed in lesson planning. Teachers review the results by analyzing students' responses and compile their deficiency skills into three categories: Critical Reading Skills, Math Skills, and Writing Skills. Students receive scores and an explanation of the areas in need of improvement. Class posters listing each type of skill are posted in every classroom where they are infused in daily lesson plans. Study guides are also provided for the students.

Data for the NYS Grade 8 exams in ELA, Mathematics and Math, provided by J. Brisard, Assistant Principal Programming and Technology is the following:

Overall 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 level 3-4. As a school requiring academic progress, we continue to monitor this trend toward low student achievement on Grade 8 assessments. Students demonstrate weakness in reading comprehension, literacy response and expression, and vocabulary development. English Language Learners demonstrate illiteracy in both the Native and English language.

NYS ELA exam:

62 % of English Language Learners (61 of 98 taking) scored at level 1, 36 % (35 of 98 taking) scored at level 2, and 2% (2 of 98 taking). Not all English Language Learners take these exams. Students take the NYSESLAT in May of each school year to determine students' progress in language acquisition, the Chinese and Spanish ELE Reading test to determine students' progress in Chinese and Spanish language proficiency. No one scored at level 4. Five Instructional Support Students (100%) scored at level 4 on the NYSAA.

Native Language instruction supports student learning by allowing the students to transfer those skills learned in Native Language Arts classes into English, thereby promoting students' comprehension in ESL, Transitional English classes and content-area classes. Native language support is always available to students in classes in which the language of instruction is English. For example, SAT vocabulary words are posted throughout the school hallways for student viewing in addition to them being translated into the target languages and infused in daily lesson plans. Teachers engage students in creating and posting word walls in all classrooms and at the lower levels compiling vocabulary words and their definitions on index cards with ring binders to create a vocabulary file. Students used these words to study for quizzes and exams and as a frame of reference during instructional periods. Students will have direct instruction on effective standardized test-taking strategies across content-areas in order to improve performance on the Periodic and other assessments.

NYS Mathematics exam:

9% of English Language Learners (12 of 136 taking) 27% scored at level 1, (37 of 136 taking) scored at level 2, 37% (50 of 136) scored at level 3, and 27% (37 of 136 taking) scored at level 4. Two Instructional Support Students (40%) scored at level 1 and 3 students (60%) scored at level 4 on the NYSAA.

Overall student achievement on the Grade 8 Mathematics exam for incoming students in September indicates that approximately 37% of students from our feeder school scored at levels 1-2. Benchmarks demand that students score at levels 3-4. We continue to monitor student achievement on Grade 8 assessments. We will continue to make it a priority to provide assistance to our students, focusing on vocabulary, writing and mathematical skills for free-response questions and the differentiation of instruction based on students' learning styles.

NYS Science exam:

20% of English Language Learners (27 of 134 taking) scored at level 1, 42% (56 of 134 taking) scored at level 2), 37 % (49 of 134 taking, and 1 % (2 of 134 taking) scored at level 4. Four Instructional Support Students (100%) scored at level 4 on the NYSAA. We use these scores to assign students to the appropriate classes and to identify areas where the students need extra help, or where he or she may be ready for more challenging material. We also use the results to identify areas where we can improve instruction. We review the results for those students who take the Living Environment and Earth Science Regents in the 8th grade. If the student passes the Living Environment, he/she gets credit and is moved to Earth Science in the 9th grade.

We determine the success of our programs for English Language Learners by meeting in Cabinet to review all the components of the NYS Preliminary School Report Card 2010-2011. Data is analyzed for the Asian, Black, Economically Disadvantaged, Hispanic, LEP and SWD student groups. We determined that these groups are under-performing all other groups as per the 2010-2011 NYS Preliminary School Report Card. Our priority for this school year is for these students to make progress as students engage in instructional activities that are supported by all the initiatives that have been implemented this year.

The Core Inquiry Team met on November 10, 2011 to discuss the First Marking Period Scholarship, reflect on professional development (SKEDULA and Common Core Curriculum and Chancellor's Initiatives) on Election Day-November 8, 2011, discuss progress toward fall instructional expectations, and Teacher Team/Focus Group Updates (Credit Recovery Eligibility). We agreed that guidance conferences must be conducted for those students who are cutting classes or are excessively absent, thereby having low scholarship. Each assistant principal will meet with those teachers having passing percentages lower than 60% to discuss parental outreach and the strategies that will

be put into practice to promote attendance and higher passing percentages. We meet at the end of each marking period and the end of the school year to review school statistics and plan for instructional revisions and implementation of new initiatives during the next school year. We also assessed the extent to which we have implemented the recommendations made by the Quality and Joint Intervention Team Reviews 2010-2011 and the English Language Learners Parent Choice Program Audit, November 2011. We review the Compliance Checklist regularly to ensure that all mandates have been implemented throughout the school year. To date, all recommendations have been implemented for the 2011-2012 school year.

Indicators of the success in our programs for English Language Learners include revised lesson plans and curriculum aligned to NYS Common Core ELA, Foreign Language, Native Language Arts and English as a Second Language Standards as a result of professional development; assessments aligned to Chancellor's Instructional Expectations in ELA; increase in the frequency of differentiated instructional activities via the SMART Board as an interactive learning tool as measured by informal and formal observations and department records; portfolios containing required writing samples assessed with appropriate rubrics including a literacy and math task; a 2% increase in the number of students scoring at levels 3-4 in ELA and Math; a 2 % increase in the number of students scoring Proficient (P) on the NYSESLAT (This past year, 82 students scored Proficient); a 2% increase in the number of students in bilingual programs who score at or above grade level on the Examen de Lectura en Español (ELE) and the Chinese Reading Test (Scholarship for the first marking period in 2011 indicates that Arabic Native Language Arts students in FA3N have an 80.65% passing rate; FA5N-75.67% passing rate, Chinese FC1N- 78.26%, Chinese Advanced Placement FC1X- 78.07, FC3N-67.23%, FC5N-75.68%, Spanish FS1N-51.61%, Spanish Advanced Placement FS1X-100%, FS3N-70.37%, FS5N-64.71%; a 2% increase in the number of students passing the ELA, Integrated Algebra, Global and Geography, US History and Government, and Earth Science and Living Environment Regents examinations with a grade of 75+ and 85+; a 2 % increase in the passing percentages in all grades across disciplines in each marking period as evidenced by classroom assessments administered throughout the school year (Scholarship for the first marking period in 2011 indicates that ESL students have a 69.98 % total passing rate and 100% passing rate for Saturday Academy students); a 2 % increase in the number of students showing mastery of critical thinking skills on Periodic assessments administered three times a year across grade levels; a 2 % increase in scholarship as evidenced in student report cards and attendance as evidenced in daily attendance sheets (Attendance in 2010 was 89.2%-91% excluding LTAs, in 2011 90%-92% excluding LTA), realizing an improvement in cohort graduation rate in June/August 2012 (Total graduates in 2011 was 759); a 2% decrease in the number of student suspensions as evidenced in school reports (Spring 2010-164-Spring 2011-132 suspensions); all instructional programs for ELL in compliance with the mandated instructional components under CR Part 154; and all supplemental instructional programs for at-risk students in compliance with state/city funding.

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: 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)
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
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.

2012-13 Comprehensive Education Plan (CEP)

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 type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: ESL for Parents Program
Total # of ELLs to be served: 165
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 11
of certified ESL/Bilingual teachers: 11
of content area teachers: 3

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:

Review of the School Statistical Report (RSAC) for Fort Hamilton High School indicates that there are 4484 as of October 12, 2012 (4348 students - 2011) on register for the Fall 2012 semester including 927 (910- 2011) English Language Learners (ELL), who are identified by LEP indicator value of Y. There are 793 (769 -2011) Entitled General Education and 134 (141 -2011) 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 20.67 % (20. 93% -2011). 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 Official Class Ethnic Census Report for 490 (RSEC) is 4484 (4348 -2011) including .11% (.16%-2011) American Indian/Alaska Native, 31.26% (30.45 %-2011) Asian, 28.27% (30.10%-2011) Hispanic, 5.29% (5. 05 %-2011) Black, 33.76% (33. 57%-2011) Caucasian, .02% (.04 %-2011) Multi-Racial, and 1.13% (.59 %-2011) Code not entered. The % by sex is 53.79% (53. 56 %-2011) males and 46. 20% (46. 43 %-2011) females. Review of this report indicates that enrollment of Caucasian students continues to be the highest with a .81% increase of Asian students and a 1.83% decrease of Hispanic students. Many of the students enrolling over-the-counter have been identified as eligible for LAB-R testing.

Many English Language Learners are illiterate in their own language. There are 113 Long Term LTE (continue to be identified as ELL after 6 years of service) on register, 627 Newcomers, 187 students at years 4-6 of Bilingual ESL services and 134 Instructional Support Students. As of 9/24/12, there were 66 current SIFE students that have interrupted formal education (SIFE) and 54 SIFE students who were former ELLs. The largest percentile of SIFE students is at the 9th grade level (30 students). English Language Learners who passed the ELA and have not scored proficient on the NYSESLAT are programmed for a Language Development class ESS11QT7. Students are programmed into "N, M, and T Houses" which are supported by an Instructional Coach and three Bilingual Guidance Counselors (Chinese and Spanish). Other students 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 2012-2013 Comprehensive Education Plan (CEP) will be used to provide English Language Learners with supplemental instruction via a Before and After School Academy that will help them to attain English and native language proficiency and acquire the skills necessary to master the demands of the Common Core Standards and to pass the Regents in their core curriculum.

Part B: Direct Instruction Supplemental Program Information

This academic intervention will enable them to graduate in a timely fashion with their cohort.

The Before and After School Academy Program will also provide services to parents of all English Language Learners enrolled in the program.

Approximately 165 students in grades 9th thru 12th grade will attend the Before and After School Academy during periods 1, 2 or 9 or 10. Supplemental instruction will be provided in Algebra, ELA Prep., Beginner, Intermediate, and Advanced ESL, Global History, and Living Environment. Students will be grouped according to their English instructional level and will participate in tutorials four days per week for one period per day for a total of eighteen weeks. Differentiated instruction in reduced-size classes (1: 15 ratio) will be provided in English and the target language by certified ESL, Math, Science, and Social Studies teachers who also speak Arabic, Chinese and, Spanish. Tutorials will focus on review of previously taught material and improvement of skills in which the students need remediation and/or acceleration. Students will also receive homework help.

Opportunities will be provided for ESL students to enhance their listening, speaking, reading, and writing skills through direct instruction employing ESL, LOTE, and QTEL strategies. Technology-based programs such as Empower3000 and Rosetta Stone will be employed. The integration of the Story Corps Program will promote students' listening and speaking skills as outlined in the Common Core Standards' Instructional Shifts. Instruction which focuses on native language support will be provided by certified Native Language Arts teachers, thereby supporting the transfer of skills to 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.

Title III will provide support to ELL who continue to demonstrate deficiencies in content area subjects. Math tutoring will focus on strengthening lower level students' basic math and math literacy skills. Instruction will be provided in Algebra. Teachers will employ the Destination Math Program which is available in Chinese, English, and Spanish. 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 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 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.

Tutoring in Social Studies will focus on assisting students in analyzing primary sources in order for them to be able to write thematic essays, respond to document -based questions, interpret graphs and read maps. Students will practice how to identify a point of view, state a claim, agree and identify a counter

Part B: Direct Instruction Supplemental Program Information

point of view, state a counter claim, and disagree.

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).

All activities in which the students will be engaged will be aligned to students' ESL instructional levels, Math, Science and Social Studies content areas.

Students will have the opportunity to learn about the historical facts of the island. For example, they explore the events which took place on the Island that nearly destroyed the buildings on the island. Students will explore how, upon entering the U.S., the medical needs of new immigrant were met, and discuss how the spread of disease was monitored as well as the trials and tribulations of the many people who spent numerous hours waiting to be processed and given permission to enter the country. Students will also be able to trace their family roots through Ellis Island.

Teachers will conduct pre-visit and on-site activities which are aligned to the NYS Learning Standards. For example, students will visit the hall entitled Board of Special Inquiry to complete a simulated interrogation of new immigrants. Students will play the role of an inspector hearing the pleas of immigrants who failed the initial inspection. They will consider whether an immigrant could legally be allowed to enter the country or return to their native country. They will review and interpret requirements in federal immigration policies and compare them to present day policies.

A post activity which will be adapted to meet the needs of our students across instructional levels and content areas is the Find a House activity in which students consider the emotions/feelings/challenges immigrants have when deciding on a new settlement in the US, contrast the benefits and drawbacks of living in a new location and compare the choices immigrants make (past and present.) Finally, students will formulate reasons why immigrants elected to live in select areas. Students will review Ellis Island archives to evaluate the financial benefits of one area over another.

Students will also review rosters of immigrant signatures and other resources to determine the ethnicity immigrant groups entering the US and calculate the percentiles of each ethnicity at any given year. This information will be presented in various types of graphs.

Students will also listen to individual immigrant oral histories from the Ellis Island Oral History Collection to gain insight to immigrant experiences, before traveling and while in transit to US, such as diseases suffered and hardships while on steamships.

Participation of Guidance Counselors:

Guidance counselors will be an integral part of the Before and After Academy. They will provide the following services on a rotating basis in support of our English Language Learners: conduct parent

Part B: Direct Instruction Supplemental Program Information

workshops, once a month, beginning in January-May, 2012; conduct parental outreach for those students participating in the program; conduct conferences with parents and provide feedback to teachers; interview and make referrals for student participation; articulate with teachers regarding students' progress or lack of and those areas in need of remediation and acceleration; share strategies with students and teachers for addressing discipline problems and attendance, promoting college and career readiness, and review requirements for promotion and graduation. These guidance counselors will be selected for participation given that they are bilingual in Arabic, Chinese and Spanish. For other languages, we will provide translators, as needed.

We will purchase supplies and materials to be used by the students in ESL and content area tutorials during the 20 week tutorial period. Students will be given notebooks for each tutorial session along with a folder to keep all informational handouts. Folders will also use folders to secure student work samples and at professional development sessions in order to facilitate distribution of informational literature.

Students will receive pens, pencils, and colored markers to use in the classroom and at home to complete any supplemental work assigned. Post-it Easel pads facilitate the sharing phase of group activities. Students will write responses, create stories, and complete summaries during individual and whole-class activities.

Bilingual word-to-word dictionaries assist us in ensuring that Native Language support is never zero in any given tutorial session as per CR Part 154 Guidelines. Students will be provided with a dictionary which will be logged electronically on the Follet Software Textbook Inventory System in order to monitor return of all dictionaries at the end of the term. Teachers will provide instruction on how to effectively use the dictionaries as a resource in the classroom.

The World Languages/ESL Assistant Principal and ELL Instructional Coach will attend an informational meeting on Dec 10, 2012 for schools interested in applying for a supplemental technology program for English Language Learners. This program addresses the need for building basic language skills for ELL. Application for this pilot program is part of our ongoing search for programs that accelerate student learning. We have previously purchased computers using Title III and SIFE funding. Enrollment in our Transitional Bilingual/ESL program continues to increase. These students actively engage in our Differentiated Technology-Based Achieve3000 Reading Program during the instructional day. These computers as well as IPADs are also an integral part of our AIS programs. Additional IPADs will afford more students the opportunity to visit websites aligned to instructional topics discussed at tutorials.

Students will become more self-guided in their learning as they manipulate IPADs to review new or unfamiliar vocabulary, read E-books, and use maps. IPADs facilitate visual supports for ELL as well as promote listening and speaking skills as students speak freely and monitor their own fluency.

Given that our Before and After School Academy will run periods 1, 2, 9, and 10 which are instructional periods that use computers/IPADs, we will need supplement our inventory for use in the tutorial program.

We have applied for a SIFE Grant which includes a supervisor position as part of the SIFE Professional salaries budget. If the grant is approved, we will not require a supervisor position given that both

Part B: Direct Instruction Supplemental Program Information

programs will run at the same time. The money budgeted for the supervisor position was rescheduled for an additional teacher. This teacher will also participate in professional development. Money was rescheduled for this expense. However, if the SIFE Grant is not awarded to Fort Hamilton High School, we will need to adjust the Title III plan/budget since there will be no other program running at the same time.

The success of the supplemental instructional support will be measured 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.

?????

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:

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 revision, improvement of attendance, and soliciting the inclusion of parents in all aspects of the learning process. Participation in one hour 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 DATACATION/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 Empower3000 program.

Empower3000 will be employed to support the goals for our English Language Learners-vocabulary development and improved writing skills. Onsite support for new and veteran teachers was provided in October and the second support session will be held on December 11, 2012. The final session will be held in January, 2013. Teachers will learn how to maximize the new features in the program so that students can master the demands of the Common Core Standards. Our goal is for students to realize

Part C: Professional Development

greater Lexile gains.

The provision of differentiated instruction, the integration of critical reading comprehension and problem-solving skills, vocabulary development and expansion, and college and career readiness 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, and model Ramp-Up strategies to all teachers participating in the Before and After School 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, techniques for promoting student collaboration, and promoting College and Career readiness.

Guidance counselors will participate in professional development/Inquiry sessions. As teachers engage in professional conversations with counselors regarding the use of data to track student achievement and students' compliance with program expectations, counselors will be better equipped to provide support to our students who actively participate in the Before and After School Academy. Our goal is for teachers, parents and counselors to work as a team in order to ensure student success.

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:

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 prior to the on set of the program to review the elements of Title III Supplemental program. The Assistant Principal of World Languages/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 Before and After School Academy, receive log-in numbers for DATACTION:Pupil Path and will have the opportunity to review the results of the 2012 NYSESLAT. Additionally, parents will sign up for parent workshops and the English for ESL Parents Program.

Parents of students participating in the Before and After School Academy will participate in two-hour

Part D: Parental Engagement Activities

parent information workshops addressing the educational needs of ELL and parenting skills. Workshops will be 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 the Mutlicultural Festival. Nutrition and health workshops will also be presented by community-based organizations. Topics for discussion include Healthy Foods for Adolescents, Naturalization, 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. We plan to hold sessions once a week (Tuesday, Wednesday or Thursday) from 6: 00 p.m. to 9:30 p.m. We will apply for a special permit for a Scurity Agent. At least 80% of the ELL parents will attend a minimum of two parent information workshops. In addition, 80% of parents will improve their English skills.

Funding made available via Title III will assist in the purchase of ten computer laptops. These laptops will enable us to sustain instructional activities for parents and students who employ the Empower3000 Differentiated Reading Program and receive computer based instruction during tutorial sessions. These programs require the use of computers which must be maintained on a regular basis. The ten 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 Befoe and After School Academy will receive 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: \$116009

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)	12 Teachers x 4 hours x 20 weeks @ 50.19 \$ 48, 182. 40	960 hours of per session for ESL teachers to support ELL students.
<ul style="list-style-type: none"> • Per session • Per diem 	1 Guidance Counselor x 2 hours x 20 weeks @ 53.96 \$ 2,158.40	40 hours of per session for guidance services.
	12 Teachers x 1 hour x 20 sessions @ 50.19 \$ 12, 045.60	240 hours of per session for inquiry/professional development covering strategies designed to support the accelerated learning of

Part E: Budget

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

Allocation Amount: \$116009

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>1 Guidance Counselor x 1 hour 20 sessions @ 53.96 \$ 1, 079. 20</p> <p>1 Teacher x 2 hour x 2 informational workshops @ 50.19 \$ 200.76</p> <p>1 Teacher x 3.5 hours x 18 weeks @ 50.19 \$ 3, 161. 97</p>	<p>ELL</p> <p>20 hours of per session for inquiry/ professional development (See above).</p> <p>4 hours of per session for informational workshops.</p> <p>63 hours for per session for teacher to ESL instructional program: ESL for Parent Program.</p> <p>Sub Total \$ 66,828.33</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, 250.00</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</p> <p style="text-align: right;">\$ 765.00</p> <p>500 Crayola Washable markers Item # 083523693 @ 2.37</p> <p style="text-align: right;">\$ 1, 185. 00</p>	<p>All instructional supplies and materials will be used by English Language Learners in ESL and Content Area tutorials. The word-to-word dictionaries will facilitate students' comprehension of texts and content specific terms.</p>

Part E: Budget

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

Allocation Amount: \$116009

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>dictionaries:</p> <p>100 Urdu Word to Word Bilingual Dictionary</p> <p>Item # 901563404 @ \$ 19.75</p> <p>\$ 1, 975. 00</p> <p>100 Arabic Word to Word Bilingual Dictionary</p> <p>Item # 901563412 @ \$ 19. 75</p> <p>\$ 1, 975. 00</p> <p>100 Albanian Word to Word Bilingual Dictionary</p> <p>Item # 901749567 @ \$ 19.75</p> <p>\$ 1, 975. 00</p> <p>150 Spanish Word to Word Bilingual Dictionary</p> <p>Item # 901313955 @ \$ 16.45</p> <p>\$ 2, 467. 50</p> <p>50 Bengali Word to Word Bilingual Dictionary</p> <p>Item # 901563307 @ \$ 19. 75</p> <p>\$ 987. 50</p> <p>150 Chinese Word to Word Bilingual Dictionary</p>	

Part E: Budget

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

Allocation Amount: \$116009

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	Item # 901563323 @ \$ 19.75 \$ 2, 962. 50 50 Russian Word to Word Dictionary Item # 901563277 @ \$ 19.75 \$ 987. 50 50 Polish Word to Word Dictionary Item # 901749591 @ \$ 19.75 \$ 987. 50 50 Korean Word to Word Dictionary Item # 901563358 @ \$ 19.75 @ \$ 987. 50 22 Gujarati Word to Word Dictionary Item # 901563331 @ 19. 75 \$ 434.95 44 Hindi Word to Word Dictionary Item # 90156334X @ 19.75 \$ 869.00 Sub Total \$ 27, 781.77	
Educational Software	20 Lap-top computers	Lap-top computers to supplement our Mobile Lab. Lap-top computers

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

Allocation Amount: \$116009

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)	Item # 356176977 Lenovo L420 @ \$772.50 ea. \$ 15, 450.00 10 IPADS Item # TM0001752 @ 484.00 \$ 4, 790. 00	were provided by Title III and SIFE/Long-Term ELL Grants for use during the 2011-2012 Saturday Academy and SIFE Program. Lap-tops will be used by students and parents during the Before and After School Academy.
Travel	Entrance fee for the Ellis Island including Audio Tour 75 students, 8 Chaperones including 20 parents Ferry fee for 75 students @ 9.00 per/student \$ 675.00 Ferry for 8 adult chaperones @ 17.00 per/adult \$ 136.00 Ferry for 20 parents @ 17.00 \$ 340.00 Sub-Total \$ 1, 151.00	Students and parents 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. An audio tour and 9/11 Memorial is included in pricing.
Other		
TOTAL	\$ 116,001.10	