Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: FORT HAMILTON HIGH SCHOOL

DBN (*i.e. 01M001*): 20K490

Principal: KAYE HOULIHAN

Principal Email: KHOULIH@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: ALEXIS PENZELL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kaye Houlihan	*Principal or Designee	
Keith Fessel	*UFT Chapter Leader or Designee	
Demi Sinopoulos	*PA/PTA President or Designated Co-President	
Janet General	DC 37 Representative, if applicable	
Enxhi Seitlari Nick Koven	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Justin Sosa	Member/ SLT Chairperson	
Katherine Sisco	Member/ Elected UFT Representative	
Barbara Stensholt	Member/ Elected UFT Representative	
Ruth McKenzie	Member/ Elected UFT Representative	
	Member/	
Teri Chen	Member/ Parent	
Cecilia Cantone	Member/ Parent	
Jennifer Giordano	Member/ Parent	
Antonia Korkis	Member/ Parent	
Christine Madias	Member/ Parent	
Magda Mendez	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

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

Annual Goal #1

By June 2014, students will demonstrate progress towards achieving NYS Standards as measured by a 8% increase over results for the 2013 cohort on the ELA Regents. Based on our data for the 2013 cohort, 66% passed the ELA. Working to improve the performance of LEP, ED and SWD subgroups will improve our overall progress and bring us to a 74% passing rate for 2014 cohort by June 2014 (746 out of 1009 in Cohort 2014 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.

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 indicate that the number of students failing to reach a passing score of 65% in the 2012 Cohort is 172 out of 910 total students. After conducting our needs assessment, it was found that the Economically Disadvantaged, LEP, Asian, Hispanic, 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. The subgroups of greatest concern in the 2012 cohort not passing include 116 LEP, 76 Asian, 43 SWD, and 122 ED. This is consistent with the 2013 cohort. Student achievement on the Grade 8 ELA exam for incoming students in September 2013 indicates that more than 50% of students from our feeder schools scored at levels 1-2. NYSED benchmarks demand that students score at levels 3-4. As a school requiring academic progress, we continue to monitor this trend toward low student achievement on Grade 8 assessments. Review of performance on assessments, including Acuity, EdPerformance, PSAT, and the ELA NYC Performance Assessment, indicate student weakness in reading comprehension, literary response and expression, citing and developing evidence, and vocabulary development. Illiteracy among ELL students in both the Native and English language is due to an increase in the number of students with interrupted formal education. In addition to SIFE students, we have 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Activity 1: DATA REFLECTION: Closing the Achievement Gap for all students in mainstream English, ESL, ICT, and Self-Contained Classes.

- We will analyze and utilize data from (Acuity, EdPerformance, and PSAT), ELA Regents results, and individual student performance on classroom literacy tasks and the ELA NYC Performance Assessment 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 May.
- We will strengthen use of 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 expand the numbers of students offered College Aptitude – ELA 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.
- Provide students who scored 65 -74 on the ELA Regents, tutoring in order for them to increase their score to at least a 75 to meet the CUNY standard of College and Career readiness.
- 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.

B. Key personnel and other resources used to implement each strategy/activity

Principal, Assistant Principals and teachers of ELA, ESL/WL, ISS, Coaches, Data Specialist

- The Tax Levy funding provides instructional and Academic Intervention Services (AIS) during the school day. We added three ESL ISS teachers to better meet the needs of students who are both ISS and ESL.
- Title III provides resources for tutorials, extended-day instruction, Saturday tutoring, and professional development for teachers working with ELL students who are entitled to ESL services as well as those not entitled to ESL services, but who entered high school in 2010-2013.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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 the 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 ask students to read and analyze literary and informational texts and write arguments in response.
- We will implement literacy skill development across all subjects as our school wide instructional focus: to develop student ability to make a claim, find evidence, and develop evidence to support a claim both verbally and in writing. The instructional focus is aligned with the 2013-2014 NYC Citywide Instructional Expectations.

D. Timeline for implementation and completion including start and end dates

September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

PROFESSIONAL DEVELOPMENT: Professional Development will be offered on the following topics during weekly Teacher Team meetings across content areas, dedicated professional development days, monthly department and faculty meetings, organized intervisitations, and during workshops internally and externally:

- Ramp-Up Structure: Rituals and Routines Revised and Updated for Academic Rigor (Literacy Coaches)
- Differentiated Strategies for Lesson Planning and Task Rotations - (Tomlinson and Silver, Strong)
- Universal Design for Learning (support from CFN 563 Network Instructional Coaches)
- Reflection on Student Performance to plan and set Individual Student Goals and Objectives (EdPerformance, Acuity, PSAT, and ELA NYC Performance Assessment)
- 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 and ISS Coaches)
- Writing instruction as a process (Interdisciplinary teacher teams)
- Rubrics for evaluation of process and product (Rubistar)
- Organizing and Reflecting on Writing Portfolios (Literacy, ESL, and ISS Coaches)
- "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, ESL, and ISS Coaches and Interdisciplinary teacher teams)
- Danielson's Framework for Effective Teaching (CFN Network support, Principal and APs)
- Empower 3000 – On Line Lexile Reading Program (Achieve 3000 on-line support and three sessions of professional development)

- 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—Enhanced use of online grade books and data reporting (Coaches, APs and teacher team leaders)
- ELA Common Core Institute (CFN 563 Network)
- Literacy Coach from CFN 563 - series of professional development work on text-based questioning, discussion and assessment

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).

- We will encourage on-going communication with Project Success House personnel and other guidance personnel with regard to student achievement and attendance.
- 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
- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**		**Title IA**		**Title IIA**	**X**	**Title III**		**Set Aside**	**X**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

NA

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, students will demonstrate progress towards achieving NYS Standards as measured by a 2% increase over 2013 results on the Integrated Algebra Regents. Working to improve the performance of LEP, ED and SWD subgroups will improve our overall progress from 81% to 83%.

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.

- tudent achievement on the Grade 8 Mathematics exam for incoming students in September 2013 indicates that approximately 63% of students from our feeder schools scored at levels 1 – 2. This marked increase may be attributed to the change in the 8th grade assessment test in June, 2013. 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 2012 (73%) to June 2013 (81%).
- An analysis of overall student achievement indicates that scholarship has been relatively consistent over the last three years: it increased from June 2011 (71.17%) to June 2012 (75.64%), and decreased in June 2013 (74.15%)

The relative consistency of the scholarship over the last 3 years, in addition to the improved performance in June 2013 on the Integrated Algebra Regents will result in a 2% increase in the number of students taking and passing the Integrated Algebra Regents in June 2014 with a grade of 65 or higher.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- To provide assistance to these students, we will focus on vocabulary, writing, and mathematical skills for free-response questions. In addition to careful integration of

the CCLS curriculum, we will differentiate instruction based on students' learning styles.

- Monitor student progress via Datacation/Skedula/PupilPath and ARIS – each marking period
- 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.
- Encourage ongoing 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.
- Strengthen Datacation/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 and incorporate them into weekly lessons.
- Reflect on data and student performance to plan instructional objectives via Inquiry Team and Teacher Teams.
- Reflect on data from Periodic Assessments, 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.

- **Key personnel and other resources used to implement each strategy/activity**

Principal, Assistant Principal of Mathematics, Mathematics Coach, all Mathematics teachers and Data Specialist

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- We will evaluate marking period scholarship.
- We will analyze Regents-aligned midterm and final exam performance each semester.
- We will implement literacy skill development across all subjects as our school wide instructional focus: to develop student ability to make a claim, find evidence, and develop evidence to support a claim both verbally and in writing. The instructional focus is aligned with the 2013-2014 NYC Citywide Instructional Expectations.

- **Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Align curriculum with NYS Common Core Learning Standards and Citywide Instructional Expectations 2013-2014 in order for a minimum of 50% of the 9th grade students taking the Common Core Integrated Algebra Regents to achieve a grade of 65 or better. This performance by our 9th graders will help us increase overall student success.
- Implement instructional strategies in all classes to aid in solving verbal problems.
- Provide students in Grade 9 who scored below 293 on the 8th grade assessment, and who failed the first marking period, with mandated tutoring and small-group instructional AIS opportunities.
- Provide students who scored 70 -79 on the Integrated Algebra Regents, tutoring in order for them to increase their score to at least an 80 to meet the CUNY standard of College and Career readiness.
- Data reflection on periodic assessments and Regents results to implement appropriate instructional strategies with respect to polynomial operations, factoring, and equation solving.
- Opportunities for professional development, inter-visitation, differentiation of instruction, integration of technology and sharing of best instructional practices among teachers.

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).

- 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 Datacation/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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**	**X**	**Title III**		**Set Aside**	**X**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
NA											

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase by 3% Fort Hamilton High School's 4-year graduation rate by June / August 2014 from 69% to 72% (728 students out of 1011).

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.
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 - 70% out of 1148 students *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% 2012-2013 NYC Progress Report - 69.8% In contextualizing the above graduation rates, certain factors became evident. Namely, 44% of the lowest third of students do not earn 10+ credits in the 1st, 2nd or 3rd year at Fort Hamilton High School. The incoming ninth grade class has an overwhelming amount of students, 44.3%, identified as "lowest third". Approximately 50% and 63% of the incoming ninth grade class enters the ninth grade needing AIS in English and Mathematics, respectively. The ninth grade class's scholarship at the beginning of 2013 is 77%, which is highly correlated to their attendance rate of 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, as well as our ability to offer students the opportunity to repeat failed courses during the regular day program.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
• We will inform and collaborate with parents, strategizing an academic intervention plan that will support the student in making academic progress. • 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 AIS and incentives 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.

- **Key personnel and other resources used to implement each strategy/activity**

Principal, Assistant Principals of Administration, Assistant Principals of Supervision, Data Specialist, Guidance Counselors, Teachers, Project Success personnel (Attendance Teacher, Family Assistants and Attendance School Aides), and Parent Coordinator.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- We will identify the academic needs of those students designated promotion-in-doubt by January 2014 on ATS
- We will use marking period data throughout academic year 2013/2014, 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. In the area of math, we have identified 665 students below a 294 (293) scale score on the Math 8th grade State Assessment and in the area of English Language Arts we have identified 530 students below a 303 (302) scale score. These students have received AIS in the form of double period of instruction, school-day and extended-day tutoring, small-group instruction, and KCC College Now remediation / AIS.
- We will have inquiry cohort committees review data for specific cohort credit accumulation and performance on Regents - 4 grade-level cohort committees plus a committee devoted to our ELL subgroup and another devoted to our ISS subgroup.
- We will compare data for on-track-to-graduate students in the 2014 cohort in September 2013 with the data for on-track-to-graduate students in the 2013 cohort to determine new and/or varied needs for students to achieve graduation in 4 years.
- 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 AIS and incentives 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.

- **Timeline for implementation and completion including start and end dates**

September 2013 – June 2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Examine ELA Performance Assessment and rubrics to best determine skills necessary for student success and keep all instructional staff informed how they can support the school wide instructional for students to make a claim and support an argument with relevant and well-developed evidence
- Conduct frequent informal observations to provide formative feedback 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.
- Conduct ongoing professional development on Danielson Framework of Teaching.
- Continue to align curriculum with Common Core Learning Standards and Instructional Goals
- Continue to conduct intervisitations – sharing of best practices
- Continue teacher teams
- Continue to implement technology as an interactive learning tool

Activities listed above directly correlate with the school wide instructional focus, 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.

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).

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.
- Bi-monthly emails and phone messages to keep families informed of academic marking periods, exam schedules, and school events
- 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 on Saturdays, assisting parents in English language acquisition, as well as informing the parents of the Citywide Instructional Expectations, 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
NA											

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
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 88% by June 2014.

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.
An analysis of the 2010-2011, 2011-2012 and 2012-2013 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 = 84.5% — 3% increase, incrementally moving towards a 90% attendance rate before the reversal The 3% increase (131 students out of 4383) 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: 50% and 63% 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

Identified subgroup: All students not meeting the 90% attendance rate.

-
- 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.
- Inquiry cohort committees review data for specific cohort attendance and performance correlations - 4 grade-level cohort committees plus a committee devoted to our ELL subgroup and another devoted to our ISS subgroup.

- **Key personnel and other resources used to implement each strategy/activity**

Principal, Assistant Principals of Administration, Assistant Principals of Supervision, Guidance Counselors, Teachers, and Project Success personnel (Attendance Teacher, Family Assistants, and Attendance School Aides).

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 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.
- Attendance Committee meets monthly to review outreach efforts and how to improve systems for identifying correct contact information.

- **Timeline for implementation and completion including start and end dates**

September 2013 – June 2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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.

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 as-needed 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.

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).

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

- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

NA

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
1.
• **Key personnel and other resources used to implement each strategy/activity**
1.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
• **Timeline for implementation and completion including start and end dates**
1.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, 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	AIS: Additional period of English for at-risk 9th graders. Strategy: Ramp-Up Curriculum	Delivery: Whole class daily instruction	Provided: Daily for one year
	AIS: College Aptitude - ELA Strategy: Test prep, reading comprehension and writing strategies for PSAT/SAT and all content Regents exams across the disciplines	Delivery: Whole class daily instruction	Provided: Daily for one term in 10th grade in addition to English
	AIS: ELA Regents Preparation – E7R Strategy: Test prep strategies for ELA Regents	Delivery: Whole class daily instruction for one term	Provided: To students who failed ELA in conjunction with English
	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: Tutoring and small group instruction in ELA – Winter 2013 and Spring 2014 Strategy: Instruction and practice for ELA Regents	Delivery: Small group, classroom atmosphere.	Provided: To students who failed or were not tested in ELA Regents or who passed with a grade below 75
Mathematics	AIS Circular 6 Tutoring daily • Math department sponsored peer tutoring • National Honor Society Peer Tutoring • Saturday School weekly • SIFE • Title III Immigrant Program	Delivery: Small group, classroom atmosphere.	Provided: Daily Provided: 2-3 per week Provided: Weekly

	Credit Bearing Opportunities • Extended Day • Saturday School	Delivery: Whole class daily instruction	Provided: After school each semester Provided: Weekly Spring 2014 semester
Science	Students receiving AIS for Science attend the following services: 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.	One-to-one tutoring	Weekly

	• After-School Regents/RCT Review during December 2013 and January 2014 and then during May 2014 and June 2014 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 November 2013 to June 2014 three to four times a month. We also provide 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 are offered after school. In addition, Saturday credit recovery opportunities for students deficient in the required amount of science credits to graduate or to progress with their cohort are offered with extended-day school.		
Social Studies	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. • 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	One-to-one tutoring	Weekly

	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. • Credit recovery and tutoring opportunities after school, extended day, or Saturday – Teachers in each discipline provide Regents prep services in Global History and U.S. History on several Saturdays prior to the January and June Regents adminisration. Additionally, NHS students provide tutoring to their peers during the school day and on alternating Saturdays Spring 2014. In addition, students have the opportunity to make up credit during extended-day school.		
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Starting in November 2013 and in March 2014 students engage in 8-10 lessons on "Overcoming Obstacles" curriculum on social skills training, anti-bullying training, and College and Career Readiness lessons. Throughout the 2013/2014 academic year, on an as-needed basis, students participate in individual counseling and group counseling for 10 sessions. In addition, during the Fall 2013 and the Spring 2014 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. College and career exploration begins starting freshmen year via Naviance exposure. In the junior year, college advisement is provided each term through classroom presentations,	Whole class	Multiple times per semester

	individual advisement is provided to all juniors at least 1-2 times via Collegeboard.com, Naviance and Pupilpath/Edge, assisting students with financial aid, college application process and SAT preparation. 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 the 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 are provided by the School **Social Worker** for students who are recommended for social-emotional support, AIS and initial evaluations for Special Education testing. The services provided include individual 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 to 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.		

	_____ Starting September 2013 and ending June 2014, 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 2013/2014 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.		

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.

2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
	School Wide Program (SWP)		**Targeted Assistance (TA) Schools**	**X**	**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
NA

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Fort Hamilton is NOT a Title I School, but we do receive funds for our Students in Temporary Housing. We use these funds in the following way: • Guidance services and counseling • Personal necessities such as coats, shoes, etc. • General school supplies such as notebooks, binders, writing utensils, etc.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
NA

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
NA

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
NA

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
NA

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required 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:

- 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;

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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

MAY BE LAST YEARS BUT MUST BE UPDATED

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;
- 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;
- providing on-line grade book and communication system, Skedula/Pupilpath, to ensure that parents have access to information about their child's progress
- 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 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-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.

2.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 20	Borough Brooklyn	School Number 490
School Name Fort Hamilton High School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Kaye Houlihan	Assistant Principal Virginia Izzo , English
Coach Jill Pitarresi, ESL	Coach Barbara Stensholt ,ISS
ESL Teacher Nomiki Theodosiou	Guidance Counselor Dennis Lee
Teacher/Subject Area Milady Morales, Social Studies	Parent Demetra Sinopolous, PTA Pres.
Teacher/Subject Area Susanna Cheng, Science	Parent Coordinator Francine DePrima
Related Service Provider	Other Paisley Rew, LAB/BESIS
Network Leader(Only if working with the LAP team)	Other Jeff Brisard, A.P. Prog./Tech

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 currently teaching in the ESL program.	19	Number of certified bilingual teachers not currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	10
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified NLA/foreign language teachers	14	Number of teachers who hold both a bilingual extension and ESL certification	3
Number of certified ESL teachers not currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	4442	Total number of ELLs	925	ELLs as share of total student population (%)	20.82%

Part II: 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☒ No☐	If yes, indicate language(s): Chinese, Spanish, Arabic
Dual language program	Yes☐ No☒	If yes, indicate language(s): N/A

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%)										17	18	10	7	**52**
Dual Language (50%:50%)										0	0	0	0	**0**
Freestanding ESL														
self-contained										16	18	13	8	**55**
SELECT ONE														**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**33**	**36**	**23**	**15**	**107**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	925	**Newcomers (ELLs receiving service 0-3 years)**	522	**ELL Students with Disabilities**	142
SIFE	121	**ELLs receiving service 4-6 years**	253	**Long-Term (completed 6+ years)**	150

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	317	12	1	147	9	10	37	2	11	501
Dual Language	0	0	0		0	0	0	0	0	0
ESL	198	15	7	107	9	29	84	8	64	389
Total	**515**	**27**	**8**	**254**	**18**	**39**	**121**	**10**	**75**	890
Number of ELLs who have an alternate placement paraprofessional: 11										

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**
Chinese										97	141	86	64	**388**
Arabic										29	42	6	3	**80**
Spanish										81	58	14	9	**162**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**207**	**241**	**106**	**76**	**630**

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-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**
Spanish										101	71	15	13	**200**
Chinese										156	207	88	74	**525**
Russian										8	2	0	2	**12**
Bengali										5	1	0	0	**6**
Urdu										3	8	2	0	**13**
Arabic										51	60	14	7	**132**
Haitian										1	0	0	0	**1**
French										0	0	0	0	**0**
Korean										0	3	0	0	**3**
Punjabi										0	0	0	0	**0**
Polish										0	2	1	1	**4**
Albanian										2	4	0	0	**6**
Other										12	5	1	2	**20**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**339**	**363**	**121**	**99**	**922**

Part III: Assessment Analysis

Assessment Breakdown

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

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)										80	107	46	34	**267**

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										88	152	45	49	**334**
Advanced (A)										98	67	28	11	**204**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**266**	**326**	**119**	**94**	**805**

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	71	15	0	0	86
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	34		37		32		7		110
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	468	0	166	0
Integrated Algebra	211	149	64	46
Geometry	101	0	84	0
Algebra 2/Trigonometry	88	0	68	0
Math				
Biology				
Chemistry	60	0	25	6
Earth Science	82	0	16	0
Living Environment	165	97	41	81
Physics				
Global History and	57	100	15	81
Geography				
US History and	58	117	0	94
Foreign Language				
Government				
Other				
Other				
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	15	4	18				
Chinese Reading Test	15	16	65	253				

After reviewing and analyzing the assessment data, answer the following:

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   Newly admitted ELLs to Fort Hamilton High School, who come in for registration, are given a Student In House Educational/Language survey and an initial English proficiency assessment to determine English proficiency. This assessment is reviewed by a licensed pedagogue to determine initial placement in ESL classes. Students are informally interviewed (in English) by the LAB/B.E.S.I.S Coordinator and the ESL Instructional Coach. Students are also interviewed in their native language by available staff members. The Language Assessment Battery (LAB-R) is administered to eligible students within ten days as per CR Part 154. In addition, this year Fort Hamilton High School was a pilot school for the NYSITELL, and 75 students were evaluated by both the LAB-R and NYSITELL to determine proper placement. Students who come from feeder schools are placed appropriately according to NYSESLAT proficiency. Teachers refer to data including Years of Service, SIFE Report and NYSESLAT modality reports to assess and evaluate the individual needs of students. Teachers may also view transcript information, anecdotal reports and exam history on our school wide, online data/gradebook system, Skedula. Further information is available to teachers upon request.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

   The largest number of students scoring "Beginner" is in the 9th grade. The largest number of students scoring "Intermediate" is in the 10th grade. The largest number of "Advanced" is also in the 10th grade. From this data we can deduce that many students are progressing from "Beginner" to "Intermediate" after one year of instruction. The large number of "Advanced" students in the 10th grade may be attributed to the many students who lack enough credits to be promoted to the 11th grade. At Fort Hamilton High School, 10th grade is the grade with the largest number of ELLs (362). Students may stay at the 10th grade for more than one year, which could explain the number of students who score "Advanced" at this grade level. The total number of ELLs in grade 11 is dramatically lower than the 10th grade population. There are only 126 ELLs in the 11th grade. This may also be due to the number of students who test "Proficient" before reaching junior year. There are only 103 ELLs in the 12th grade. Though the decrease is not as dramatic, there is still indication that the population decreases due to scores of "Proficient" on the NYSESLAT, indicating a pattern of growth and language acquisition.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

   N/A (No breakdown of modalities available)

4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   Students, who take the Living Environment Regents in the native language, fare better than students taking the exam in English. This exam is taken at the end of 9th grade, so those with a lower English proficiency may benefit from bilingual instruction and native language support. During the 2012-2013 school year, of the 165 ELLs taking the exam in English, 41 passed. Native language exams were administered to 97 students, and 81 passed. These findings are also consistent with the results of the Global History Regents (57 students taking the test in English and only 15 passing compared to 100 students taking the test in the native language and 81 passing). The results of the U.S. History Regents also shows that students are more successful when tested in the native language (58 students taking the test in English and 0 passing compared to 117 students taking the test in the native language and 94 passing).

   School leadership decided not to use the ELL Periodic Assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

   N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

   Teachers integrate instructional strategies which address the specific academic needs of our students. Opportunities for the development of reading, writing, listening and speaking skills are afforded the students at each instructional level. Content area teachers are encouraged to work with the ESL department and provide instruction utilizing a variety of language acquisition strategies. Students are programmed according to parent program selection, but academic progress is closely monitored by counselors and grade advisors. Students are brought in for academic conferencing. Parental outreach is made when possible.

Parents, teachers and staff are encouraged to use Pupil Path/Skedula to monitor progress. There is a school wide instructional literacy focus with an emphasis on vocabulary development and the writing process. Content area teachers engage in interdisciplinary teams to participate in discussion and incorporate ESL instructional strategies into various subjects.

7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the our programs for ELL will be determined by an improvement in the four basic second language acquisition skills of students, increased participation in available 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. We also the examine graduation rate, credit accumulation and overall academic growth. In October 2013, we administered the NYC Performance Assessment Pre-Test in all ESL classes (for students scoring "Intermediate" and higher). This results of this baseline assessment will be measured against a post- test which will be administered in the spring. Success can also be measured through examining growth over the course of one academic year.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)

Any new students assigned to Fort Hamilton High School begin the registration process in the registration office. Basic information and history are entered into ATS. Students and parents/guardians are then directed to go to the ESL/World Languages office, to meet with the L.A.B. /B.E.S.I.S. Coordinator, Paisley Rew (certified ESL teacher) or the ESL Instructional Coach, Jill Pitarresi (certified ESL teacher). Upon entering the office, families are instructed to sign a registration list (student's name, guardian's name, and date.) This list is also used to report results of the registration process, including initial class level assignment, parent choice of program and Language Assessment Battery-Revised (LAB-R) eligibility. Each family receives two forms upon arrival, The Student In House Educational/Language Survey and the Home Language Identification Survey (HLIS). The Student In House Educational/Language Survey asks for biographical information as well as educational history. The HLIS is used to determine eligibility for being administered the Language Assessment Battery (LAB-R). The HLIS is available in a variety of languages and is offered to the parent in the native language when available. After the survey is completed and signed, The LAB/BESIS Coordinator reviews responses and determines eligibility for the LAB-R. Families that indicate "English" as the primary language are not eligible for ESL services and are directed to the appropriate guidance counselor. A copy of the HLIS is kept on file in the BESIS office and the original is forwarded to the guidance counselor to be placed in the student's cumulative folder. Students who are deemed eligible are scheduled to take the LAB-R within ten days of the registration date. Parents are offered an opportunity to view the Parent Orientation video in their preferred language (if available). The video, which is available on the NYCDOE homepage, carefully explains the three available programs in New York City. While the guardian is watching the video, the student is asked to demonstrate English proficiency by responding to a school prepared initial English assessment. Students are also informally interviewed (in English) by the LAB/B.E.S.I.S Coordinator and the ESL Instructional Coach. Students are also interviewed in their native language when staff is available to assist. After parents view the video and the student has finished the initial proficiency assessment, the BESIS Coordinator assists the parent or guardian in completing the Program Selection Form. Staff members who speak the native language are frequently available to facilitate conversation between the parent and the LAB/BESIS Coordinator and to assist with questions and concerns. The English assessment is then reviewed by a licensed ESL pedagogue to determine initial placement in ESL classes (pending results of the LAB-R). After the interview process is complete, the student and guardian are directed to meet with a guidance counselor to review transcripts and receive

a program of classes aligned with program selection. The following certified staff members who are able to discuss all three programs available to English Language Learners are Paisley Rew, LAB-R/BESIS Coordinator; Jill Pitarresi, ESL Instructional Coach; and teachers Nomiki Theodosiou, ESL, Joanne Zhen, Chinese Native Language Arts, Li Neng Li, ESL, 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.

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.

   Parents are offered an opportunity to view the Parent Orientation Video, available on the NYCDOE Homepage, in their preferred language (if available). The video describes the three program choices (ESL only, Transitional Bilingual Education and Dual Language). After viewing the video, the LAB/BESIS Coordinator and/or the Instructional Coach further discuss the options with the guardian. A translator assists in answering questions and discussing concerns when needed. The guardian is informed that while the Dual Language Program is not offered at Fort Hamilton High School, and if that is their first choice, they may return to the registration center and asked to be assigned to a school where this program is available. Parents who choose "Transitional Bilingual Education" (TBE) are informed that their child's program will contain at least two classes in the student's native language, in addition to the required ESL classes. If available, students may receive more than the minimum if the classes are available and fit into their program. Parents who select "ESL only" are informed that their child will be placed in an appropriate ESL class, according to proficiency level. Content area classes, where instruction is in English only, include other ELLs and the teacher utilizes ESL instructional strategies. Parents are informed that the child will continue in the selected program until the parent indicates a desire to change their selection. In the case that the parent desires a program selection change, this change will not be processed until the beginning of the next instructional term so as not to disrupt credit accumulation.

   For students who come from other NYC public schools, if their Parent Selection Form is not available in the cumulative folder, a bilingual or ESL program is assigned, while a Continued Entitlement letter is sent to the parent. The parent is encouraged to come to the school to complete the Program Selection Form at their nearest convenience. If this occurs, the change in selection is updated and documented.

   Entitled students receive "Continued Entitlement" letters indicating the most recent valid NYSESLAT score and the Program Selection on file. This letter is sent out by the end of the first marking period. These letters are translated by NYCDOE into the language requested for communication on the HLIS. Students who are new to the NYC Public School system receive an "Entitlement and Placement" letter as soon as LAB-R results are posted to ATS.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

   The LAB/BESIS Coordinator maintains a list of all LAB-R tested students. As soon as official scores are made available on ATS, the "Entitlement and Placement" letters are printed, sent to the family by mail and delivered to the student in class. As soon as letters are delivered, the list is updated, indicating that letters have been distributed. All letters are printed in the parent's preferred language. The LAB/BESIS Coordinator's contact information is included in the letter.

   In most cases, it is not necessary for Parent Survey and Program Selection forms to be returned because they are completed in the office during the registration process. In the rare case that a student has come from another NYC public school, we look at the student's history on ATS and place the the student in classes that continue the program from which the student has come. We then notify the parents that they must come in to complete the Parent Selection Form to avoid any adverse effects on the student's education and programming.

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.

   ELLs are officially identified by results of LAB-R. Placement in programs is determined by Program Selection Form where parent choice is indicated. These forms are translated by the NYCDOE into a variety of languages. Parents are offered an opportunity to view the Parent Orientation Video, available on the NYCDOE Homepage, in their preferred language (if available). The video describes the three program choices. After viewing the video, the BESIS/Coordinator further discusses the options with the parent. A translator assists in interviewing, answering questions and discussing concerns when needed. The number of ELLs enrolled at our school in the same language group, as per CR Part 154, determines the TBE programs offered at Fort Hamilton High School. We currently offer TBE programs in Spanish, Arabic and Chinese based on the needs of the population. Our Parent Coordinator, Fran DePrima, ensures that any school communication is translated whenever possible.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Professional Development and Training is required for all teachers administering and scoring the NYSESLAT. The LAB/BESIS Coordinator and the ESL Instructional Coach attend training offered by the Office of English Language Learners. This training is then turn-keyed by the LAB/BESIS Coordinator and the ESL Instructional Coach and includes how to administer and score the speaking section, testing procedures for all modalities and how to score the writing section.
The LAB/BESIS Coordinator and the ESL Coach create a testing schedule to administer the speaking section. Students are instructed to report to a testing room (during their ESL class) where a certified, trained teacher (not currently serving the student) administers and scores the speaking sub test. The student returns to class. This process is repeated for all classes and all students throughout the testing window. Fort Hamilton High School has nearly one thousand ELLs to test and the process takes approximately three to four weeks. Students who are absent on their assigned day are given an opportunity to make up the speaking test during the last week of the testing window. Every attempt is made to test all students.

The reading, writing and listening sub tests are administered during double and triple period ESL classes over the course of one week. The schedule indicates one day for each sub tests. Make up exams are scheduled for the last two days of the testing period. Every attempt is made to test all ELLs currently enrolled.
After scorning training/norming for the writing sub test, teachers are assigned specific classes to score during their professional period, to ensure that no teacher is scoring their own students.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ⓘ
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.
Review of the Parent Survey & Program Selection forms for the past few years indicates that parents of newly enrolled English Language Learners who speak Arabic, Chinese, and Spanish often select the Transitional Bilingual Program as the program of choice. However, the popularity of Freestanding ESL is growing. Newly enrolled English Language Learners who speak other languages for which we do not have a bilingual program select the ESL program.

Total number of students enrolled in Transitional Bilingual and ESL programs for the last 3 years:
2013-2014 495(TBE)/427(ESL)
2012-2013 622(TBE)/335(ESL)
2011-2012 569(TBE)/358(ESL)

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

A. 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 World Languages/ESL 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)/Students with Disabilities receive self-contained ESL instruction by certified ISS teachers in the Instructional Support Students department under the supervision of Christine Ciccarone, Assistant Principal. These teachers work closely with the ESL department to align instruction.

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

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)?

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. 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 triple period ESL classes with 675 minutes/week of ESL instruction. Students scoring on an Intermediate level are programmed for double period ESL classes with 450 minutes/week of ESL instruction. Students scoring on an Advanced level are programmed for one period of ESL and one period of ELA for 225 minutes/week of ESL instruction. Those who have selected a TBE program receive the mandated ESL instruction, in addition to Native Language classes (45 minutes per day) and a minimum of one bilingual content area course (minimun 45 minutes per day).

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 foster language development and meet the demands of the Common Core Learning Standards.

In TBE programs, instruction in Native Language (Chinese, Spanish and Arabic) 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. In order to meet the diverse learning needs of all students, bilingual teachers provide differentiated instruction by implementing ESL instructional techniques in addition to the following instructional strategies: paired and small group cooperative learning, choral repetition drills, vocabulary building activities, word walls, ...etc. In addition, teachers consider cultural and linguistic differences while teaching the content area curriculum.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELLs are evaluated yearly by the NYSESLAT in the spring. The results of the exam directly influence the programming for the following year. Leading up to this yearly assessment, students are evaluated in all four modalities in their self-contained ESL courses ongoing throughout the entire year. Some methods of evaluation include classroom assessments (formative and summative), oral interviews and presentations, journal and written response assignments and reading comprehension activities.

Students work in a variety of collaborative groups to foster critical thinking and communication. ELLs who are new to the school are tested with the NYSITELL, which evaluates all four modalities. This fall the baseline New York City Performance Assessment was administered to all ELLs with a proficiency of intermediate or higher.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Newly arrived students or students from other neighboring schools who have interrupted formal education (SIFE) are interviewed and enrolled in appropriate ESL classes and support classes (language development) in which instruction is differentiated to meet the specific needs of the students. Many SIFE students are illiterate in their native language and lack social skills. Students are closely monitored by their guidance counselors. Instruction focuses on the teaching of phonics, vocabulary development and expansion. We have implemented technology in daily lessons which afford students the opportunity to practice their listening and speaking skills. We also provide dual language classroom libraries, bilingual dictionaries and glossaries. In the past we have applied for the SIFE/LTE Academic Intervention Grant to provide additional support to our SIFE students.

Our Newcomers program is intended to meet the needs of our newly arrived students who enter Fort Hamilton with little or no prior English language instruction. These students are programmed for a triple-period Newcomers ESL class for the year. 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. Students meet with bilingual counselors to set educational goals and programs. They are also encouraged to schedule additional tutoring with ESL teachers. Intervention strategies include collaborative teaching, individual and small instruction via differentiated activities. The Newcomer class is also utilizing in an online phonics/reading/writing computer program, Open Book. Language proficiency is assessed at the end of the semester through the NYSESLAT. Students are then programmed for beginner or intermediate level instruction for the following instructional year.

Students who are receiving services from four to six years often struggle to pass their classes and many are potential Long Term ELLs (LTE). They also need additional support which is provided via one-on-one conferencing with ESL teachers, credit recovery classes and tutoring. We apply for an extension of services for these students in order to continue to provide instruction that targets their specific needs. ELA classroom libraries are available in all classrooms. All collections include a variety of fiction, non-fiction, and an assortment of appropriate reading levels. Also included are some Native Language Collections aligned to the four themes in Chinese, French, Russian, and Spanish. Achieve3000, offered in Spanish and English affords the students additional support as they engage in the web-based activities before, during, and after school. Students are also encouraged to use Pupil Path to communicate with teachers, organize and keep informed of assignments. Parents are also encouraged to sign up to take an active role in monitoring their child's education and learning.

Students who continue to be identified as ELLs after six years of service (Long-Term ELL) are recommended for participation in tutorials and credit recovery courses as needed. Cohort seniors who are LTE and programmed for classes below transitional levels are programmed for an Advanced Literacy support class. Instruction focuses on vocabulary development and expansion, reading comprehension, critical thinking skills and test taking strategies. In addition, students participate in the Achieve 3000 program in English and Spanish. Students in Bilingual classes who continue with native language study are programmed for Advanced Placement Spanish Language or Advanced Placement Chinese Language in which they are able to receive college. Entitled American-born Spanish speakers who are English dominant and not making progress in Spanish Native Language Arts are programmed for a Spanish Heritage class. Instruction focuses on reinforcing the language skills necessary for students to succeed on all exams, to assist in gaining language proficiency, and to improve scholarship in all classes.

Students who scored Proficient "P" on the NYSESLAT within the last two years continue to receive testing accommodations and are offered additional support through tutoring.

7. 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?

Instructional Support Students/ELLs with SWD entering at the 9th grade level are immediately assessed to determine their reading, writing and language acquisition abilities. In many cases these students are delayed in these areas due to learning disabilities rather than a lack of language acquisition. Some strategies and programs used to enhance ESL instruction in Self-Contained classes include Wilson, Rewards, Nina Traub Recipe for Reading, Explode the Code, Ramp Up and RATA. Students are provided with "visuals" to assist with word recognition through technology and frequent use of a SMART Board. Instruction is also aligned with preparation for NYSESLAT and Regents examinations. In addition, an ISS Literacy Coach works with all

teachers (and the ESL Instructional coach) in order to address the literacy needs of our students.

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

Students who require alternative placement in special education classes are assigned Alternative Placement Paraprofessionals who speak the students' native language. The students' needs are met as the paraprofessional accompanies the student providing language support and addresses 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. 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 are programed according to their best ability and in the least restrictive environment possible. Instruction is also provided via CTT classes.

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:	Spanish, Chinese, Arabic			
Social Studies:	Spanish, Chinese, Arabic			
Math:	Chinese			
Science:	Chinese			

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

9. 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.

   English Language Learners are encouraged to take part in tutorials and special academic intervention programs geared towards helping them meet the standards. Title III funded classes enable teachers to continue to provide before and after school differentiated instruction across all disciplines to ELLs and former ELLs in need. Saturday test preparation tutorial programs are often provided. Parental participation/registration on Pupil Path is encouraged to help parents take an active role in their child's learning . This program may be translated into many languages. Bilingual guidance couselors work closely with students to monitor academic progress. Group guidance lessons are provided to all ELL by during Pre-Transitional English classes in addition to oneon-one counseling.We continue to use Achieve3000 for intermediate and advanced students and will use Open Book with Newcomer classes. Classroom libraries and word-to-word dictionaries in target languages are available in all classrooms in order to promote literacy skills ofall ELLs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    Analysis of data indicates that we are not meeting AYP with English Language Learners. In addition, reflection on the performance of students reveals that students do not have grade appropriate credit accumulation due to poor attendance and scholarship. In order to remediate this, we program students for credit recovery/tutoring.

    In looking at NYSESLAT data from spring 2013, it is clear that many students are acquiring language skills as they progress through each grade. Most students scoring “Beginner” are in the 9th grade. Most students scoring “Intermediate” are in the 10th grade. The largest number of “Advanced” is also in the 10th grade. From this data we can deduce that most students are progressing from “Beginner” to “Intermediate” after one year of instruction. The large “Advanced” students in the 10th grade may be attributed some grwoth, but also to the many students who lack credit accumulation, due to attendance and poor grades. At Fort Hamilton High School, 10th grade is the grade with the largest number of ELLs (362). Students may stay at the 10th grade for more than one year, which could explain the number of students who score “Advanced” at this grade level. There are only 126 ELLs in the 11th grade and 103 ELLs in the 12th grade. This is due to the number of students who test “Proficient” before reaching junior year indicating pattern of language acquisition and growth.

    Results on El Examen de Lectura en Español (ELE) show that 18 students (out of 45 total) scored in the first quartile (76-99%). Results of the Chinese Reading Test indicate that 253 (of 349 total) scored in the first quartile (76-99%).

    Students taking Regents Exams in native languages fare better than those taking exams in English, indicating that native language support is necessary for student success in content area classes.

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

    This year we will introduce Open Book to our Newcomer students. This research based language software provides students with an opportunity to improve reading and writing skills. We also plan on updating our text books and integrating more new and modern resources. We continue to expand our use of technology and offer more parental outreach and training with Pupil Path.

12. What programs/services for ELLs will be discontinued and why?

    Because of changes in leadership, including a new principal and the absence of an assistant principal for our ESL/World Languages Department, we missed the deadline for our SIFE grant. As a result, we did not offer Saturday Academy in the fall semester, however, we plan on resuming the program as soon as possible. To accommodate the students' needs, the scheduling of the classes has been reconsidered and revised for before and after school classes. This change was made to target more students in need and boost program attendance.

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

    ELLs have equal access to all extra-curricular, 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 into target languages. Students identify and revise SMART instructional goals throughout the school year. Students are afforded the opportunity to enroll in College Now courses which provide an opportunity for college credit. The courses provide college selection and career exploration guidance. Instruction is provided after the students’ regular schedule. Throughout the school year, English Language Learners participate in Junior ROTC, sports programs and monthly cultural club activities. Student participation in our annual Multicultural Festival has been very high as students join together to celebrate their diverse cultures and talents. Additionally, parent participation in learning is encouraged. Orientation and technology workshops are offered (with translators) to assist parents in taking an active role in their child’s education.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Examples of the strategies/materials including technology employed to promote student's skills include Achieve3000 (in English and Spanish), News ELA, Open Book, SMART boards, laptop projectors, mobile laptop labs; QTEL, Ramp Up and Scaffolding strategies; differentiated Instruction; small group work; and tutoring and extended-day support. Word to word dictionaries/glossaries are available to students in content area and ESL classes. ESL, ELA, NLA, ISS and Content area teachers engaged in bi-weekly Teacher Team uMeetings to discuss and share strategies and techniques.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Native language support is provided in many classes as the majority of our teachers are multilingual. Teachers are 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 are offered the opportunity to take the Advanced Placement course in Chinese. Bilingual classroom libraries and dictionaries are available in all classes. Instruction is aligned with English Language Arts in order to prepare for exams. The goal is that tudents are able to transfer language skills to English, thereby enabling students to succeed on the ELA and other exams. Spanish Native Language Arts is also offered. Students participate in the Achieve3000 Spanish web-based program. Arabic support is provided by ESL and Content-area teachers and paraprofessionals who speak Arabic. Bilingual guidance counselors are available to advise students, communicate with parents and monitor progress.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
    All required support services and resources correspond to students' ages and grade levels. Instructional materials, textbooks and readers are age-appropriate. Since many of our classes are heterogeneous, we ensure that students receive differentiated instruction. A larger number of TBE content area classes are available at the freshman and sophomore level. The demand decreases as students advance through each grade and more students test proficient. Many students also "opt out" of bilingual programs in 11th and 12th grade (changing parent choice to an ESL program) after feeling more confident and acquiring language skills. Junior and senior ELLs are invited to participate in college fairs. College Now provide an opportunity for college credit. The courses provide college selection and career exploration guidance. Instruction is provided after the students' regular schedule.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    Prior to registering at Fort Hamilton High School, all students from "Feeder" schools are invited along with their parents, for Welcome Night. Students receive the school handbook, information about available programs, school newsletters, a copy of our school newspaper, a welcome letter from the principal, bell schedule and other pertinent information. Students also meet some the staff and tour the school. Students and parents have the opportunity to ask questions. Workshops (with translators) for parents of ELLs are offered. Some of these workshops have included information regarding Pupil Path registration and immigration law. Community based organizations have partnered with Fort Hamilton and have presented information helpful to ELLs. One recent assembly included members of the Arab American League. Students were informed about available community resources to help undocumented students apply to colleges.
    The LAB/BESIS Coordinator, ESL Instructional Coach and other trained staff interview all "over-the-counter" admits who enroll prior to the opening of school (during the last week of August). 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. The Spanish LAB test is administered to all newly-arrived students from Spanish speaking countries. The same process is carried out throughout the school year to assist newly enrolled ELLs.
18. What language electives are offered to ELLs?
    All ELL students enrolled in TBE classes are required to study their native language. Students may continue after language requirements are satisfied and take Adcanced Placement classes in Spanish or Chinese. Students also have the opportunity to study a second language provided they have room in their daily schedule. The language electives are Chinese, French, Italian, Greek, and Spanish.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

In-house and off-site Professional Development workshops are offered to the entire faculty during city-wide scheduled Professional Development Days. These workshops focus on strategies and methodologies for technology-infused, differentiated instruction, academic vocabulary, argumentative writing, annotating texts and creating meaningful writing tasks.

Throughout the last year, select members of the ESL Department have had the opportunity to attend Professional Development Institutes and/or other training relevant to ESL/Common Core instruction; these teachers turn-key what they have learned to other staff within the school. 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-weekly Teacher Team Meetings and Interdisciplinary teams with a school wide literacy focus. In addition, teachers of ELLs are encouraged to attend 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, ELL Identification and Instructional Strategies for SWD and ELLs.

ESL, Native Language Arts, and Content Area teachers continue to work cooperatively and collaboratively (with all staff) to discuss and share instructional strategies and techniques that help the students to meet the standards and acquire the skills necessary to succeed and graduate with their cohort. Teachers review student performance on the NYSESLAT, Performance Assessments, and Chinese Reading and Spanish Reading (ELE) tests, and other exams in order to plan for appropriate level and personalized instruction that addresses the individual academic needs of each student, some of which are "at risk". Teachers are trained in Datacation (Skedula/Pupil Path). Teachers will receive training in the implementation and analysis of data provided by the Achieve3000 Differentiated Reading program. It is our goal to continue to enhance collaboration between content area teachers and ESL and Bilingual teachers.

Log of Professional Development – ESL Department
Fall Term 2013

September 3, 2013
In-House
Citywide Instructional Initiatives
LASW – Art Shack Protocol
Presenter: Virginia Izzo, AP English

September 4, 2013
In-House
Teacher Effectiveness
The Danielson Framework: Self Reflection
Presenter: Virginia Izzo, AP English

October 9, 2013
New York Historical Society
CCLS Literacy Administrator and Teacher Leader PD
Attended by Niki Maratos, Teacher of English/Literacy Coach

October 11, 2013
CCNY
Mathematics Institute for Secondary Teachers of ELLs
Attended by Vincent Fabozzi, AP Mathematics
and Zhen Xi Mei, Teacher of Mathematics

October 25, 2013
In-House (Faculty Meeting)
Teacher Self-review on NYSED LAP Diagnostic
Presenter: Kaye Houlihan, Principal

November 5, 2013
In-House (Plenary Session)
Assessments: Measures of Student Learning
Presenter: Kaye Houlihan, Principal

Protocol for Creating a Meaningful/Effective Task
In-House (Interdisciplinary Teacher Team)
Presenters: Departmental Teacher Team Members
(prepared by Content Coaches)

Reflection on NYC Performance Assessments
In-House
Presenters: English/ESL Teacher Team Leaders

Introducing the CCLS English Regents Exam
In-House (English/ESL)
Presenter: Virginia Izzo, AP English

Using Newsela.com and Achieve 3000 as Resources for
Reading Non-Fiction
In-House
Presenter: Virginia Izzo, AP English

November 5-6, 2013
1865 Broadway
NY, NY
QTEL Science Institute – Session I and II
Attended by Bill Perez, Teacher of Science
Presenter: WestEd

November 8, 2013
RSE-TASC Part I: Cultural, Linguistic and Academic Differences
131 Livingston Street, Brooklyn, NY
Attended by Kristen Proscia, Teacher of ISS and ESL

November 14, 2013
CCNY
CCLS Mathematics Institute for Secondary Teachers of ELLs
Attended by Zhen Xi Mei, Teacher of Mathematics
Presenter: Miguel Cordero, Director of ELL Mathematics

November 20, 2013
CCLS Literacy Administrator and Teacher Leader PD
New York Historical Society
Attended by Niki Maratos, Teacher of English/Literacy Coach

December 3, 2013
CCNY
CCLS Mathematics Institute for Secondary Teachers of ELLs
Attended by Vincent Fabozzi, AP Mathematics and
Zhen Xi Mei, Teacher of Mathematics

December 10, 2013
In-House
Achieve 3000 – Computer-Based Literacy Program (Start-Up)
Presenter: Laraine Rungo of Achieve 3000

December 13, 2013
RSE-TASC Part II: Instructional Classroom Strategies for ELL/SWDs
131 Livingston Street, Brooklyn, NY
Attended by Kristen Proscia, Teacher of ISS and ESL

January 6, 2014
In-House
Questioning and Discussion Technique for ELL Students
Presenter: Laura Marquez, AP, English/ESL, I.A.

January 8, 2014
CCLS Literacy Administrator and Teacher Leader PD
New York Historical Society
Attended by Niki Maratos, Teacher of English/Literacy Coach

January 14-15, 2014
QTEL Science Institute, 1865 Broadway, NY, NY

January 16, 2014
In-House
Achieve 3000 – Computer Based Literacy Program
Presenter: Nando Prudhome of Achieve 3000

January 22-23, 2014
QTEL
1865 Broadway, NY, NY
Attended by Milady Morales, Teacher of Social Studies
Presenter: WestEd

January 24, 2014
RSE-TASC Part III: Building Academic Vocabulary for ELL/SW
131 Livingston Street, Brooklyn, NY
Attended by Kristen Proscia, Teacher of ISS and ESL

February 3, 2014
In-House
Literacy = FHHS Instructional Core
- Datacation
- Newsela.com
- Questioning and Discussion

- Teacher Effectiveness
- Looking at Student Work per Fall 2013 Skills

February 2014
In-House
Open Book
Attended by Jeff Green and Jessica Nieto, Teachers of ESL
Presented by Open Book

February 13, 2014
New Dorp High School, Staten Island, NY
Hochmann in Practice
Attended by Principal, Assistant Principals (2), and Teachers (3)
Presenter: Deirdre DeAngelis, Principal

New Visions Headquarters – 320 West 13th Street, NY, NY
QTEL/ESL Institute for ESL and Content Area Teachers who Teach
Beginning and Intermediate Level ELLs: Working with Beginning to
Intermediate ELLs
Attended by Zhen Xi Mei, Teacher of Mathematics

February 26, 2014
Baruch College, 135 East 22nd Street, NY, NY
Hochman Method 101
Attended by Jessica Nieto, Teacher of ESL, Jill Pitarresi, Teacher of ESL, Nancy Tiedemann, Teacher of Social Studies, Nomiki Theodosiou, Teacher of ESL

March 3, 2014
New Visions Headquarters, 320 West 13th Street, NY, NY
QTEL ESL Institute for ESL and Content Area Teachers who Teach Beginning and Intermediate
Level ELLs.
Working with Beginning to Intermediate ELLs.
Attended by Jessica Nieto, Teacher of ESL

March 4-5, 2014
1865 Broadway, NY, NY
QTEL Social Studies Institute – Session III and Session IV
Attended by Milady Morales, Teacher of Social Studies
Presented by WestEd

March 5, 2014
Hochman Method 101
Baruch College, 135 East 22nd Street
Attended by Joanna Giuttari, Teacher of English, Jill Pitarresi, Teacher of ESL, Nancy Tiedemann, Teacher of Social Studies, Nomiki Theodosiou, Teacher of ESL
Presented by OELL

March 7, 2014
CCNY
CCLS Mathematics Institute for Secondary Teachers of ELLs

Attended by Zhen Xi Mei, Teacher of Mathematics
Presenter: Miquel Cordero, Director of ELL Mathematics

March 12, 2014
Hochman Method 101
Baruch College, 135 East 22nd Street
Attended by Joanna Giuttari, Teacher of English, Jill Pitarresi, Teacher of ESL, Nancy Tiedemann, Teacher of Social Studies, Nomiki Theodosiou, Teacher of ESL
Presented by OELL

March 19, 2014
Hochman Method 101
Baruch College, 135 East 22nd Street
Attended by Joanna Giuttari, Teacher of English, Jill Pitarresi, Teacher of ESL, Nancy Tiedemann, Teacher of Social Studies, Nomiki Theodosiou, Teacher of ESL
Presented by OELL

March 25, 2014
New Visions Headquarters, 320 West 13th Street, NY, NY
QTEL ESL Institute for ESL and Content Area Teachers who Teach Beginning and Intermediate Level ELLs.
Working with Beginning to Intermediate ELLs.
Attended by Jessica Nieto, Teacher of ESL

April 2014
In-House
Achieve 3000 – Final Assessments

May 16, 2014
CCNY, 137th Street, NY, NY
CCLS Mathematics Institute for Secondary Teachers of ELLs
Attended by Zhen Xi Mei, Teacher of Mathematics
Presenter: Miguel Cordero, Director of ELL Mathematics

Teacher Team Meetings: Ongoing throughout the year (every Thursday). Topics include:

- Need for Annotating Text
- Using Rubrics to Grade an Argumentative Essay
- Annotating Text (Part 2)
- Crating a Meaningful/Effective Task
- Teaching Academic Vocabulary to ELLs
- Annotating newsela.com
- Writing Effective Paragraphs
- Utilizing Graphic Organizers to Enhance Instruction
- Strategies to Justifying an Answer
- Utilizing Sentence Starters and Frames

D. Parental Involvement

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

Parental outreach is made by all teachers including teachers of English Language Learners with the support of the Parent Coordinator in order to increase parental involvement in all aspects of the students' school life. Parents are invited to meet with teachers, guidance counselors, and other staff to discuss progress, programming options and participation in city and state mandated programs. All parental outreach is made in the parents' target language wherever possible. Letters were recently sent home inviting parents to participate in a workshop about Datacation/Skedula/Pupil Path. These letters were translated into target languages. The goal was to increase the participation and registration of ELL parents using Pupil Path, which is designed to promote communication and involvement between the school and the parents. When considering the needs of parents, we often look to the responses given on the school survey. Fort Hamilton's highly diverse population may utilize a variety of resources available through community partnerships. Some community organizations that support students and families include

- Arab American Association, 7111 5th Avenue, Brooklyn, NY 11209
- Center for Family Life, 345 43rd Street, Brooklyn, NY 11209
- Family Support Center, 6025 6th Avenue, Suite 205, Brooklyn, NY 11209
- Jewish Board of Family & Children Services, 9435 Ridge Boulevard, Brooklyn, NY 11209
- Maimonides Medical Center – Child and Adolescent Psychology, 4802 10th Avenue, Brooklyn, NY 11219
- Suffolk Cognitive-Behavioral Brooklyn, 1048 49th Street, Brooklyn, NY 11219

E. 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.

The data posted for 8th grade NYS Math And NYS ELA includes the scores available for the current 9th grade ELLs.

At FHHS, we have a significant number of ELL students who enter the school throughout the year. Our Neo class is designed to assist students with both language acquisition and an adjustment to the United States, and ongoing interventions help support ELL students with their goals to become English proficient and college and career ready.

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)
Kaye Houlihan	Principal		
Virginia Izzo	Assistant Principal		1/1/01
Francine DePrima	Parent Coordinator		1/1/01
Nomiki Theodosiou	ESL Teacher		1/1/01
Demetra Sinopolous	Parent		1/1/01
Milady Morales, Social Studies	Teacher/Subject Area		1/1/01
Susanna Cheng, Science	Teacher/Subject Area		1/1/01
Jill Pitarresi, ESL	Coach		1/1/01
Barbara Stensholt, ISS	Coach		1/1/01
Dennis Lee	Guidance Counselor		1/1/01
Alexis Penzell	Network Leader		1/1/01
Jeff Brisard, A.P. Program/Tec	Other		1/1/01
Paisley Rew, LAB/BESIS	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K490 **School Name:** Fort Hamilton HS

Cluster: 5 **Network:** CFN563

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

Part A: Needs Assessment Findings

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

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

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

Despite our efforts in making parental outreach, we found that a large number of students and parents were not receiving announcement letters in the target languages. Teachers were unable to inform parents of students' progress or need for improvement in subject classes. They were also unable to make parental contact with the parents via telephone calls because the parents did not speak English and few teachers spoke the target language. Telephone numbers were either wrong numbers or were disconnected. Family assistants found that families were no longer living at the address and no forwarding address was recorded. These findings were presented at Cabinet, Faculty, 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 eight high-frequency languages and for over-the-phone interpretation. Application for funding for supplementary translation and interpretation services will be completed and submitted for the 2013-2014 school year. In order to ensure timely provision of translated letters/memos informing parents of guidance conferences, parent-teacher meetings, etc., in-house bilingual staff members, including guidance counselors and attendance personnel, will provide translation services whenever possible. Parents will be informed of conferences, meetings, and announcements of upcoming school events via Skedula/PupilPath as well as back-packed letters home in the target language.

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

Bilingual staff members will provide daily oral interpretation services for parents who speak Albanian, Arabic, Chinese (Cantonese and Mandarin), Polish, Russian and Spanish, whenever possible. Outside contractors will provide oral interpretation services for parents during the Fall 2013 and Spring 2014 Parent/Teacher Conferences in addition to bilingual staff members. The continuation of Project Success will facilitate parental outreach. Staff members will actively make parental outreach, in target languages, for those students who are excessively late, absent and/or cut classes.

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

The school will invite parents to a Parent Orientation Meeting on Monday, September 16, 2013, to inform them of and review the Chancellor's Regulations in the target languages. Bilingual staff members will disseminate the information and conduct a question and answer session which will clarify any areas of concern for all parents.

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): ☐conceptually consolidated (skip part E below) ☒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): ☒Before school ☒After school ☐Saturday academy ☒Other: ESL for Parents Program
Total # of ELLs to be served: 165 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒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

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

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 DATACATION: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 Sucurity 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) • Per session • Per diem	12 Teachers x 4 hours x 20 weeks @ 50.19 $ 48, 182. 40 1 Guidance Counselor x 2 hours x 20 weeks @ 53.96 $ 2,158.40 12 Teachers x 1 hour x 20 sessions @ 50.19 $ 12, 045.60	960 hours of per session for ESL teachers to support ELL students. 40 hours of per session for guidance services. 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.
	1 Guidance Counselor x 1 hour 20 sessions @ 53.96 $ 1, 079. 20 1 Teacher x 2 hour x 2 informational workshops @ 50.19 $ 200.76 1 Teacher x 3.5 hours x 18 weeks @ 50.19 $ 3, 161. 97	ELL 20 hours of per session for inquiry/ professional development (See above). 4 hours of per session for informational workshops. 63 hours for per session for teacher to ESL instructional program: ESL for Parent Program. Sub Total $ 66,828.33
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	Notebooks-1000 Composition #0853291@ 2.25 $ 2, 250.00 Folders-600 Twin-Pocket Portfolios Assorted color 10/pk # 0890565 @ 1.86 $ 1, 116.00 Markers- 300 Sanford Sharpies 4 color set # 0846367 @ 2.55 $ 765.00 500 Crayola Washable markers Item # 083523693 @ 2.37 $ 1, 185. 00	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.

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.
	Pencils- 1000 Yellow pencils NO. 2 # 0832769 @ .41 $ 410.00 100 Ball point pens Bic Velocity Retro Black # 312272588 Pack of 12 @ $13.23 $ 1, 323.00 100 Signo Gel 207 Rt Blue Pen # 08559217X per/dz @ 9.48 $ 948. 00 5 Recycled Paper Ledger-size Item # 31141690X @ $ 62. 67 $ 313. 35 25 Recycled Copy Paper Letter-size Item # 081223749 @ 31.99 $ 799.75 89 Signo Gel 207 # 085592188 per/dz @ 9.48 $ 843.72 500 Post-it Self Stick Easel Pad Item # 311693768 @ 24.38 $ 1, 219.00 Bilingual Word to word	

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.
	dictionaries: 100 Urdu Word to Word Bilingual Dictionary Item # 901563404 @ $ 19.75 $ 1, 975. 00 100 Arabic Word to Word Bilingual Dictionary Item # 901563412 @ $ 19. 75 $ 1, 975. 00 100 Albanian Word to Word Bilingual Dictionary Item # 901749567 @ $ 19.75 $ 1, 975. 00 150 Spanish Word to Word Bilingual Dictionary Item # 901313955 @ $ 16.45 $ 2, 467. 50 50 Bengali Word to Word Bilingual Dictionary Item # 901563307 @ $ 19. 75 $ 987. 50 150 Chinese Word to Word Bilingual Dictionary	

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 comprehesive 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	