



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**School Name:**                         **FORT HAMILTON HIGH SCHOOL**

**Principal:**                             **KAYE HOULIHAN**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: FORT HAMILTON HIGH SCHOOL School Number (DBN): 20K490  
Grades Served: 9-12  
School Address: 8301 Shore Road, Brooklyn, New York 11209  
Phone Number: 718.748.1537 Fax: 718.836.3955  
School Contact Person: Kaye Houlihan Email Address: khoulih@schools.nyc.gov  
Principal: Kaye Houlihan  
UFT Chapter Leader: Thomas DiBisceglie  
Parents' Association President: Christine Madias  
SLT Chairperson: Justin Sosa  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Stella Stavropoulos  
Student Representative(s): Ezana Ceman  
Jun Li

**District Information**

District: 20 Superintendent: Donald Conyers  
Superintendent's Office Address: 335 Adams Street, Room 504, Brooklyn, NY 11201  
Superintendent's Email Address: dconyer@schools.nyc.gov  
Phone Number: 718.923.5124 Fax: 718-923-5145

**Borough Field Support Center (BFSC)**

BFSC: Affinity Group Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201

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Aanorm@schools.nyc.gov

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Director's Email Address:

718.935.5618

Phone Number:

Fax:

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kaye Houlihan	*Principal or Designee	
Thomas DiBisceglie	*UFT Chapter Leader or Designee	
Christine Madias	*PA/PTA President or Designated Co-President	
Janet General	DC 37 Representative (staff), if applicable	
Stella Stavropoulos	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ezana Ceman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jun Li	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Justin Sosa	Staff/SLT Chairperson/UFT	
Ruth McKenzie	Staff/UFT	
Katherine Sisco	Staff/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Barbara Stensholt	Staff/UFT	
Emmanouillia Papamanolis	Parent	
Minnie Chan	Parent	
William Ryba	Parent	
Dina Gangemi	Parent	
Debra Martinez	Parent	
Jennifer Giordano	Parent	
	Member/	
	Member/	

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Fort Hamilton High School is located in Bay Ridge, Brooklyn. It is the largest comprehensive, urban high school in a suburban setting. Fort Hamilton High School holds a prominent place on the shore by the Narrows, between Brooklyn and Staten Island. The school, together with the adjacent athletic field, occupies four square blocks. It was built in Georgian architectural style and is truly the jewel in the crown of Bay Ridge. There are 4,400 students on register for the Fall 2015 semester. Comprised of multi-culturally diverse groups, with students from 64 different countries, our school is referred to as a "mini-United Nations."

Fort Hamilton High School's mission is to provide all students with "Excellence in Education." Our students and staff continue to strive to meet the academic challenges of the 21<sup>st</sup> century by providing a rigorous environment that includes support for all students. The improvement of teaching and learning is a major goal of the school's plan for enhancing scholastic achievement and student attendance. Our philosophy is that all students are capable of succeeding and realizing their potential in an encouraging and supportive, yet challenging environment. The entire school community is committed to raising standards, supporting extra- and co-curricular activities, applying learning to real life experiences, and preparing all students to be college and career ready to function productively in the post-secondary world. This is guided by an effective leadership team of principal and assistant principals, and a commitment to building capacity in other staff members to lead and grow.

The 2015-2016 Comprehensive Education Plan will focus on administrators, teachers, support staff and parents, working collaboratively to provide students with the tools to effectively meet the benchmarks of the New York State Education Department Performance Standards and Assessments and the mandates of the New York City Department of Education Framework for Great Schools. A continued commitment to the Common Core Learning Standards brings cohesion to our instructional focus to support students' literacy skills across the content areas. We have also embraced the CCLS in mathematics, and the infusion of guidance lessons to better prepare students for college and career are major goals of the school. In addition, we have targeted the lowest quartile of 9<sup>th</sup> graders and block programmed them for a double period of balanced literacy using Ramp-Up strategies and programs such as Wilson, Rewards, and Now We Get It in the ISS classroom, and four terms of Integrated Algebra. Tutoring and small group instruction are ongoing efforts to support students in the promotion and graduation of students in the lowest third during their first, second and third years at Fort Hamilton High School. To support our most challenged students in the lowest third, ELLs, students with disabilities, and students struggling in advanced courses, we also offer after-school and Saturday tutoring for ELLs and our higher level math and science courses. We continue to exceed the 90th percentile in daily attendance required by promotional standards and to close 407s (aggregate of 20 absences per term) at the 85th percentile. Our goal is to increase the number of Advanced Regents endorsed diplomas in the class of 2016, increase college and career readiness for the same cohort, and meet and exceed the New York State Performance Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies and to achieve AYP in the areas of English and Mathematics. This will impact our ability to improve the cohort graduation rate while decreasing the drop-out rate, and allow our English Language Learners to achieve significant gains in English language acquisition.

Based on the philosophy that all students can succeed, Fort Hamilton High School strives to set the standard for excellence in the NYC public schools. Students are assisted by our guidance staff to find the program that is appropriate for them. An academically competitive and rigorous Honor Academy Program is in place for those students who excel. Our screened vocal, instrumental and dance programs offer students a rich and rigorous program in the Arts. In addition, we have a Certified CTE Business Program that culminates in Virtual Enterprise. Our programs include: College Now, Dramatic Arts, Joffrey Ballet Academy, JROTC, Law Institute, Marching Band and a variety of instrumental and vocal groups, Mock Trial and Moot Court, Peer Mediation, Student Leadership, Tech Squad, Virtual Enterprise, and a

swimming facility housed in a \$13 million natatorium that is utilized by the extended Bay Ridge community. Our award-winning publications include: the **Anchor** literary magazine, the **Pilot** newspaper, and the **Tower** yearbook, which are departmental publications in English and the Arts. We have 44 clubs, including numerous ethnic heritage clubs. All students are strongly encouraged to join at least one of these programs or activities; many of our students belong to several. We have an active Student Organization that promotes a positive school spirit and school tone. It gives support to teams and clubs and participates in the school's decision-making process.

Trust surrounds all aspects of our work and ensures collaboration between students and teachers, teachers and administrators, and families and school. Communication and transparency is at the heart of this trust and we work to have an ongoing dialogue on every level.

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

**Partnerships:** Bay Ridge Community Council, College of Staten Island, Community Board 10, Kingsborough Community College, Lutheran Medical Center, Maimonides Hospital, Part-time Co-operative Education & Training Opportunities, VA Hospital, VATEA, Carnegie Hall and the Julliard School, Interschool Orchestras, American Composers Orchestra, and the Joffrey Ballet.

**Colleges:** Brooklyn College and Kingsborough Community College

## 20K490 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	4408	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	25
Types and Number of Special Education Classes (2014-15)					
# Special Classes	105	# SETSS	N/A	# Integrated Collaborative Teaching	78
Types and Number of Special Classes (2014-15)					
# Visual Arts	21	# Music	35	# Drama	N/A
# Foreign Language	87	# Dance	3	# CTE	16
School Composition (2013-14)					
% Title I Population	4.8%	% Attendance Rate			91.9%
% Free Lunch	57.8%	% Reduced Lunch			5.0%
% Limited English Proficient	19.8%	% Students with Disabilities			14.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			5.2%
% Hispanic or Latino	28.7%	% Asian or Native Hawaiian/Pacific Islander			31.0%
% White	33.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.09	# of Assistant Principals (2014-15)			11
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			19
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	0.9%	% Teaching Out of Certification (2013-14)			6.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			6.78
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	68.8%	Mathematics Performance at levels 3 & 4			80.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	81.0%	% of 2nd year students who earned 10+ credits			74.6%
% of 3rd year students who earned 10+ credits	74.7%	4 Year Graduation Rate			68.1%
6 Year Graduation Rate	74.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>After reviewing our Annual State School Report Card and 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.</p> <ul style="list-style-type: none"> <li>Student achievement on the Grade 8 Mathematics exam for incoming students in September 2015 indicates that approximately 27% of students from our feeder schools scored at levels 1 - 2. This is a slight decrease over the previous year. 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.</li> <li>Results of the Regents Examination in Integrated Algebra indicate that there was a decrease of 10% in the passing rate from June 2013 (81%) to June 2014 (71%), but we had an increase to 85% in June 2015.</li> <li>An analysis of overall student achievement indicates that scholarship has been relatively consistent over the last three years: it increased from June 2012 (71.17%) to June 2013 (74.15%), and decreased in June 2014 (70.91%).</li> </ul>		

- Students do not succeed in one or both semesters of math and need to repeat the course altogether. The success rate of a student repeating the course is approximately 50%. This highlights the need to better ensure students succeed the first time around.

The relative consistency of the scholarship over the last three years, in addition to the improved performance in June 2015 on the Integrated Algebra Regents will result in a 1% increase in the number of students taking and passing the Integrated Algebra Regents in June 2016 with a grade of 65 or higher. As students with disabilities struggle to meet the minimum standard, we will continue to refine curriculum and incorporate multiple entry points to reach all students to meet standards.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Students will demonstrate progress towards achieving more rigorous NYS Standards (CCLS) on the Integrated Algebra Regents with an 86% passing rate for Cohort 2016 by June 2016. Meeting this goal represents a 1% increase over the projected passing rate for Cohort 2015.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Focus on vocabulary, writing, and mathematical skills for free-response questions. In addition to careful integration of the NYS CCLS curriculum, we will differentiate instruction based on students' learning styles and levels to ensure all students can engage and succeed in rigorous tasks.</p>	<p>Economically Disadvantaged, Hispanic, LEP and SWD students.</p>	<p>September 2015 to June 2016</p>	<p>Principal  AP Mathematics  AP ENL  AP ISS  Instructional Coaches  Teachers</p>
<p>Monitor student progress, each marking period, via Datacation and New Visions Data Sorter to assess the need for AIS. Create</p>	<p>Economically Disadvantaged, Hispanic, LEP and SWD students.</p>	<p>September 2015 to June 2016</p>	<p>Principal  APO</p>

additional small group instruction and tutoring opportunities as needed.			AP PPS AP Mathematics Instructional Coaches Inquiry Team Guidance Counselors Teachers
Continue to collaborate with Assistant Principals of English, English as a Second Language, and Instructional Support Services and their teachers to develop appropriate curriculum for students taking Regents exams and additional strategies to support progress in literacy and math skills to meet more rigorous standards.	Economically Disadvantaged, Hispanic, LEP and SWD students.	September 2015 to June 2016	Principal AP Mathematics AP English AP ENL AP ISS Teachers
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.	Economically Disadvantaged, Hispanic, LEP and SWD students.	September 2015 to June 2016	Principal AP Mathematics AP ENL AP ISS Instructional Coaches Teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• Assign staff to refine curriculum aligned with NYS Common Core Learning Standards and Framework for Great Schools 2015-2016 in order for a minimum of 65% 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.</li> <li>• All instructional staff will implement instructional strategies to aid in vocabulary development, understanding the task, and solving verbal problems.</li> </ul>
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- Provide tutoring for students who scored 75-79 on the Integrated Algebra Regents in order for them to increase their score to at least an 80 to meet the CUNY standard of College and Career readiness. Funds for per session will be allocated accordingly.
- Data reflection on periodic assessments and Regents results to implement appropriate instructional strategies with respect to polynomial operations, factoring, and equation solving.
- Utilize Student Sorter from New Visions to select subgroups of students to monitor throughout the school year and offer additional academic intervention as needed.
- Assign academic coaches (Math, English, ISS and ESL) as needed to work with teachers to strengthen their use multiple entry point strategies to improve student engagement and learning.
- Utilize a Talent Development Coach working with teams of teachers to strengthen rigor and engagement.
- Opportunities for professional development with external organizations such as New Visions and Learning Partners. In addition, schedule professional inter-visitations, differentiate instruction, integrate technology and sharing of best instructional practices among teachers.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

#### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- We will evaluate marking period scholarship (3 marking periods per term) and make use of the marking period analysis tool on the Student Sorter from New Visions to better support subgroups of students as well as teachers with a passing rate lower than 75%.
- We will analyze Regents-aligned midterm and final exam performance each semester and adjust instruction accordingly.
- We will evaluate progress toward reaching the 86% passing rate on the Integrated Algebra Regents after the January 2016 administration with an expectation to be at 85.5% after the January administration.
- We will implement literacy skill development across all subjects as our school wide instructional focus is to: develop student ability to understand a task, read closely, find evidence to make a claim, and develop evidence to support a claim both verbally and in writing. The instructional focus is aligned with the needs of our students and will support students meeting the more rigorous standards to be college and career ready per the NYC 2015-16 Framework for Great Schools.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	HE
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	HE

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

An essential component to student achievement is regular attendance in an environment where staff knows students well and provides support for them to succeed.

An analysis of the 2014-15, 2013-2014, 2012-2013 and ATS attendance reports indicate an average attendance rate of over 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:

**2014-15 Attendance Analysis Goal**

Average Attendance Statistic before reversals = 82% 1.5% increase, incrementally moving towards a 90% attendance rate before the reversal

The 1.5% increase (65 students out of 4,326) 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: 69.6% and 61.7% of incoming 9th grade students scoring at levels 1-2 in the Grade 8 ELA and Mathematics exams respectively, an exceeding building capacity – over 166%, a large ELL population of 19% (810 students out of 4326), 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%. Compounding this reality is the fact that Fort Hamilton continues to exceed its official capacity. The building is 166% over utilized. Such over-utilization limits us from reducing class sizes and double periods, as well as our ability to offer students the opportunity to repeat failed courses during the regular day program.

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

2013-2014 NYS Report Card indicates - 68% out of 1090 students

2012-2013 NYS Report Card indicates - 65% out of 1023 students

2011-2012 NYS Report Card indicates - 70% out of 1148 students

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

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

2014-2015 NYC School Quality Guide - 74.2% out of 985 students

2013-2014 NYC School Quality Guide - 68.1% out of 1090 students

2012-2013 NYC Progress Report - 69.8% out of 1154 students

2011-2012 NYC Progress Report - 66% out of 1018 students

2010-2011 NYC Progress Report - 70.3% out of 1105 students

In contextualizing the above graduation rates, certain factors became evident. Namely, 57% 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, 43.3%, 475 students, identified as "lowest third". Approximately 58% (636 students) and 51.5% (564 students) of the incoming ninth grade class enters the ninth grade with performance levels 1 or 2 in English and Mathematics, respectively. The ninth grade class' second marking period scholarship for the Fall 2014 is 77.34%, which is highly correlated to their attendance rate of 81% before reversals. 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.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Students will demonstrate progress towards achieving an 86.5% attendance rate, before reversals, by June 2016

Meeting this goal represents a 1.5% increase over projected attendance rate before reversals for school year

2014-2015 of 85%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We will inform and collaborate with parents, strategizing an academic intervention plan that will support the student in making academic progress.</p>	<p>Students with 75% to 89% attendance</p>	<p>September 2015 to June 2016</p>	<p>Principal APs Supervision AP PPS Guidance Counselors</p>

			Attendance Squad Teachers
We will conduct early attendance outreach, utilizing teacher referrals, PupilPath, and Project Success attendance intervention, supporting students in maintaining 90% attendance.	Students with 75% to 89% attendance	September 2015 to June 2016	Principal APs Supervision AP PPS Guidance Counselors Attendance Squad Teachers
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.	Students with 75% to 89% attendance	September 2015 to June 2016	Principal APs Supervision AP PPS Guidance Counselors Teachers
We will refer, when necessary, students and their families to outside counseling, supporting students in addressing any social-emotional obstacles that may be impeding academic progress.	Students with 75% to 89% attendance	September 2015 to June 2016	Principal APs Supervision AP PPS Guidance Counselors Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
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, outreach for daily cutting. 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.

Utilize special features on CAASS, entry system where students swipe with an ID card, to help identify students not attending their first period class(es).

Utilize per session hours for school aides and counselors to make special outreach to students not attending school all day.

Responsible staff will conduct activities during the regular school day and during an extended day (all activities included):

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

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

- Administration of Children Services
- Crisis Intervention Services / LIFENET
- Bensonhurst Mental Health
- Coney Island Hospital
- Jewish Board of Family & Children's Services
- Maimonides Medical Center
- Freedom From Fear

- Cognitive-Behavioral Therapy

- The Door

- Center for Family Life

- Family Support Center

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

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Taking attendance on Skedula.
- Reinstate weekly cutting report to better account for accuracy with attendance.
- Implement a targeted outreach to students not attending their first period class but having success for the remainder of the day.
- Guidance counselors and attendance personnel communicate attendance expectations to students and parents via guidance conferences, home visits, phone calls, letters, Datacation/Skedula/Pupil Path increasing strong family and community ties.
- 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 which will pave the path for rigorous instruction.
- 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 in order to build trust and reciprocal accountability.
- Attendance Committee meets monthly to review outreach efforts and how to improve systems for identifying correct contact information in order to build stronger family and community ties.
- Teacher teams and the school-wide Inquiry Team review scholarship reports to identify the correlation between attendance and scholarship.
- We will assess our progress toward reaching the 86.5% attendance before reversals after each marking period and add or adjust systems accordingly. We look to be at 85% at the end of Term 1.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>An instructional focus on literacy across the content areas resulted in improved Regents results across the board in June 2015. This required collaboration within departments and across the building. The instructional focus will continue to be literacy in 2015-16 at the same time the rigor and standards to pass the ELA Regents have increased with the Common Core Learning Standards. Collaboration is increasingly important to provide coherence throughout classrooms and in setting clear expectations of all students. In addition, an increasing number of students in the Integrated Collaborative Teaching setting requires that we have more teams of general education teachers working with special education teachers across the core content areas. Collaboration is essential for our entire school, and a focus on improving literacy skills will support the more rigorous demands of the ELA Regents.</p> <p>Results of the ELA Regents examination indicate that the number of students failing to reach a passing score of 65% in the 2015 Cohort is 129 out of 985 total students, as of June 2015. 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, according to the NYSED annual school report card. The subgroups of greatest concern in the 2015 cohort not passing include ELLs and SWDs. The percentage of the cohort (19% ELLs and 14% SWDs) is consistent with the 2014 cohort. Student achievement on the Grade 8 ELA exam for incoming students in September 2014 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, 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</p>		

formal education. In addition to long-term ELL 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 2011-2012 and may still have deficiencies in ELA. (Title III-Immigrant)

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Students will demonstrate progress towards achieving NYS Standards on the ELA Regents with a 79% passing rate for Cohort 2016 by June 2016. Meeting this goal represents a 1% increase over a projected passing rate for Cohort 2015 of 78%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We will analyze and utilize data from NYC Performance Assessments, PSAT, ELA Regents results, and individual student performance on classroom literacy tasks as a means to plan specific long-term and short-term instructional goals via Inquiry Teams, Teacher Teams and ICT Teams.</p>	<p>Limited English Proficiency (LEP), Economically Disadvantaged (ED), and Students with Disabilities (SWD) subgroups</p>	<p>September 2015 to June 2016</p>	<p>Principal APs Supervision Teachers of ELA, ESL/WL, ISS All Teachers Instructional Coaches Data Specialist</p>
<p>Teachers and students will set instructional goals and plans for achievement of individual objectives. Progress toward achieving these goals will be measured with interim</p>	<p>Limited English Proficiency (LEP), Economically Disadvantaged (ED), and Students with Disabilities (SWD) subgroups</p>	<p>September 2015 to June 2016</p>	<p>Principal APs Supervision Teachers of ELA, ESL/WL, ISS</p>

assessments in November, January and March, and a summative assessment in May.			All Teachers Instructional Coaches Data Specialist
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.	Limited English Proficiency (LEP), Economically Disadvantaged (ED), and Students with Disabilities (SWD) subgroups	September 2015 to June 2016	Principal APs Supervision Teachers of ELA, ESL/WL, ISS All Teachers Instructional Coaches Data Specialist
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.	Grade 10 students	September 2015 to June 2016	Principal APs Supervision Guidance Counselors Teachers of ELA and Math

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Professional Development will be refined and offered during weekly Teacher Team meetings across content areas, dedicated professional development days, monthly department and faculty meetings, organized inter-visitations, and during workshops internally and externally:</p> <ul style="list-style-type: none"> <li>• Ramp-Up Structure: Rituals and Routines Revised and Updated for Academic Rigor (Literacy Coaches)</li> <li>• Differentiated Strategies for Lesson Planning and Task Rotations - (Tomlinson and Silver, Strong)</li> <li>• Curriculum Revision for Honors Classes--Increasing text complexity and parallels with Social Studies</li> </ul> <p>(collaboration through Interdisciplinary- Social Studies and ELA Teacher Team)</p> <ul style="list-style-type: none"> <li>• Reflection on Student Performance to plan and set Individual Student Goals and Objectives ( PSAT, and uniform grade level assessment created by ELA teachers)</li> </ul>
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- Infusing grammar and vocabulary into instructional objectives (ESL and ISS Coaches)
- Writing instruction as a process/Hochman Basic Writing Program (Interdisciplinary and ELA 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 (SmartBoard Professional Development)
- ELA Regents Writing Strategies for Transitional English Classes/Hochman Basic Writing Program (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/ELA teacher teams)
- Danielson’s Framework for Effective Teaching (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
- EngageNY – NYS Common Core Standards in ELA curriculum, 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)
- Newsela.com and Vocabulary.com--tools to track student achievement in reading non-fiction and building and expanding vocabulary.
- Utilize four academic coaches to support teacher collaboration and differentiate coaching to individuals and/or teacher teams.
- Teacher Development Coach from NYCDOE Office of Teacher Effectiveness - cycles of professional development work on text-based Questioning, discussion, assessment and Common Core Curriculum implementation as well

as engaging students via multiple entry points.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**MONITOR READING COMPREHENSION AND WRITTEN ARGUMENTS IN RESPONSE TO INFORMATIONAL/LITERARY TEXTS**

- We will continue to implement research-based programs and monitor student progress via Empower 3000, Newsela.com, Vocabulary.com, Hochman Writing Program, REWARDS and Wilson reading strategies to address learning gaps for ELLs, Students with Disabilities and Economically Disadvantaged students and .
- 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 and monitor their preparation for success on the ELA Regents as well as their success on the exam.
- We will maintain and assess student portfolios containing required writing samples assessed with ELA Regents rubrics and offer students multiple opportunities to take the exam.
- 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 Common Core ELA Regents as models.
- We will measure progress on the culminating literacy task in May 2016 against student performance on a similar task in September 2015. Students will be asked 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 understand a task, find evidence to make a claim, and develop evidence to support a claim both verbally and in writing. The instructional focus is aligned with the needs of our students and will support students meeting the more rigorous standards to be college and career ready per the NYC 2015-16 Framework for Great Schools.
- Newsela.com, Vocabulary.com, and Academic Vocabulary Toolkit – tools to track student achievement in reading non-fiction and building and expanding vocabulary.
- Teacher Development coach from NYCDOE Teacher Effectiveness – cycles of professional development work on text-based Questioning, discussion, assessment and Common Core Curriculum implementation as well as engaging students via multiple entry points.
- We will measure progress toward the 79% goal by evaluating success after the January 2016 administration of the English Regents and expect to reach at least 78.5%.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Programming students and providing them with highly qualified educators and resources to meet college and career readiness standards are the responsibilities of leadership. Meeting the needs of Fort Hamilton High School’s diverse student population that includes a large ELL population and an increasing number of students with disabilities necessitates a strong and effective leadership team that builds capacity across the building. The impact of leadership is most evident in the school’s graduation rate.</p> <p>We have multiple barriers which impede our graduation rate: 69.6% and 61.7% of incoming 9th grade students scoring at levels 1-2 in the Grade 8 ELA and Mathematics exams respectively, an exceeding building capacity – over 166%, an ELL population of 19% (825 students out of 4326), 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.</p> <p>Our historical graduating data indicates the following percentages of students graduated:</p> <p>2013-2014 NYS Report Card indicates - 68% out of 1090 students</p>		

2012-2013 NYS Report Card indicates - 65% out of 1023 students

2011-2012 NYS Report Card indicates - 70% out of 1148 students

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

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

2014-2015 NYC Progress Report - 74.2% out of 985 students

2013-2014 NYC Progress Report - 68.1% out of 1090 students

2012-2013 NYC Progress Report - 69.8% out of 1154 students

2011-2012 NYC Progress Report - 66% out of 1018 students

2010-2011 NYC Progress Report - 70.3% out of 1105 students

In contextualizing the above graduation rates, certain factors became evident. Namely, 57% 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, 43.3%, 475 students, identified as "lowest third". Approximately 58% (636 students) and 51.5% (564 students) of the incoming ninth grade class enters the ninth grade with performance levels 1 or 2 in English and Mathematics, respectively. The ninth grade class' second marking period scholarship for the Fall 2014 is 77.34%, which is highly correlated to their attendance rate of 81% before reversals. 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.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

Students will demonstrate progress towards achieving NYS Standards for a 4-year graduation with a 75% rate by June/August 2016 for Cohort 2016. The graduation rate for Cohort 2015 was 74%, a 6% increase over Cohort 2014's rate of 68%. The 1% increase over 2015 will come from refining and strengthening systems that we implemented in SY2014-15 to improve the graduation rate.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Leaders will create, support and maintain systems to consistently inform and collaborate with parents, strategizing an academic intervention plan that will support the student in making academic progress.</p>	<p>Students not meeting promotional requirements</p>	<p>September 2015 to June 2016</p>	<p>Principal APs Supervision AP PPS Guidance Counselors Attendance Squad Teachers</p>

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Dedicate teacher time to examine Regents performance data and rubrics to best determine skills necessary for student success and keep all instructional staff informed how they can support the students' instructional needs / deficits.
- Conduct frequent informal observations to provide formative feedback to guide and strengthen instructional practice.
- Conduct cycles of looking at student work with specific protocols to better determine high leverage skill gaps.
- Conduct professional development on NYS CCLS and multiple entry points to strengthen teacher practice and improve student achievement.
- Provide funds for teachers to gain professional development at conferences or at a college that can be turn keyed with other staff in the building.
- Provide funds for consultants to provide engaging and focused professional development for staff that will support student engagement.
- Provide consultants for student programs that will engage and incentivize students to succeed across the content areas.
- Conduct ongoing professional development on Danielson Framework of Teaching.
- Continue to infuse Hochman Basic Writing strategies across content areas.
- Train additional staff in the Hochman Basic Writing program across content areas.
- Continue to align curriculum with Common Core Learning Standards to help students meet college and career readiness.
- Continue to conduct intervisitations – sharing of best practices.
- Continue teacher teams to rigorous curriculum and formative and summative assessments.
- Continue to implement technology as an interactive learning tool that will also prepare them for college and career.

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 / outcomes 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.

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):

- Principal
- AP Organization, AP Security, AP PPS, AP Programming & Technology
- APs of Supervision
- Teachers
- Attendance Teacher
- Guidance Counselors
- Teachers

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

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

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

<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- 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 in order to build trust and reciprocal accountability.
- Inquiry Team meetings will analyze credit accumulation and Regents progress for cohorts of students and subgroups to assess the need for additional AIS, credit recovery opportunities, Regents prep, and social emotional support.
- Cabinet will review outreach efforts and how to improve systems and methods to provide credit recovery, AIS, or supports to address social emotional concerns.
- Regular meetings with the attendance team to ensure outreach efforts are conducted, reports utilized, and efforts altered to improve attendance.
- We will use marking period data throughout academic year 2015/2016, as reported on STARS, New Visions Data Sorter, Datacatation / 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 48.9% of 9th graders (536 out of 1095 students) below a 293 scale score on the Math 8th grade State Assessment, in the area of English Language Arts we have identified 31.5% of 9th graders (345 out of 1095 students) below a 302-316 scale score, and in the area of English as a Second Language 16.8% of 9th graders (185 out of 1095 students), are below the Advanced level as measured on the NYSESLAT. These students have received AIS in the form of double or triple periods of instruction, school-day and extended-day tutoring, small-group instruction, Saturday tutoring, and in some instances, collaborative team teaching (as determined by a student’s IEP).
- We will have inquiry cohort committees review 2016 cohort credit accumulation and performance Regents data. Additionally, overall academic performance for ISS and ELL students is reviewed and AIS is provided.
- We will continue to conduct early attendance outreach, utilizing teacher referrals, PupilPath and Project Success attendance intervention, supporting students in maintaining 90% attendance. We will identify the academic needs of those students designated promotion-in-doubt by January 2016 on ATS.
- We will monitor attendance in AIS activities and measure progress in the classroom and Regents exams.
- We will monitor progress of students whose families are engaged in outside counseling, and provide ongoing support for students in addressing any social-emotional obstacles that may be impeding academic progress.
- We will monitor progress toward the 75% graduation goal after Term 1 and make adjustments accordingly to maximize our ability to support students toward a 4-year graduation.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	HE
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>We have approximately 25% of families attend Parent Teacher Conferences and other events held at the school.</li> <li>We have a small core of parents working actively on the PTA.</li> <li>Clubs and other extra curricular activities participate in community events (parades, perform at elementary and middle schools, mentor elementary students, bring toys to hospitals, etc.), but we don’t often collaborate on events to benefit both students and the community.</li> <li>We need to create a baseline of family participation at events and activities across the building and throughout the school year. Therefore, we need a system to better track attendance at our PTA meetings and other events so that we have a concrete starting point to increase Fort’s family and community involvement.</li> </ul>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Develop a system to track attendance at Parent Teacher conferences and other school events (performances, athletic events, etc.) to create a baseline of involvement and analyze community participation. In addition, collaborate on at least two events with a community based organization.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Engage the entire community, including alumni and Bay Ridge families, in a celebration of the school's 75<sup>th</sup> Anniversary. Host a day of activities in April 2015 to help the community appreciate the work of Fort</p>	<p>Alumni, Bay Ridge families and businesses.</p>	<p>Outreach in February 2016 for an April 2016 event</p>	<p>Principal AP Admins AP Supervisory Alumni Association</p>

Hamilton students, past and present.			Counselors Parent Coordinator
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.	Families	Monthly PTA Meetings	Principal AP PPS Guidance Counselors Parent Coordinator
Inform and train parents in accessing <a href="http://www.pupilpath.com">www.pupilpath.com</a> to track and monitor their child's attendance and academic progress.	Families	Ongoing September 2015 to June 2016	Principal AP PPS Guidance Counselors Parent Coordinator
Provide the parents of ELLs with 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 standards and graduation requirements.	Families of ELL students	Specific Saturdays during the 2015-2016 school year	Principal AP PPS AP ESL/WL Guidance Counselors Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Forming a PAC Title I Committee of parents to assess CBOs interested and available in collaborating with Fort Hamilton on at least two community events.											
Utilize tools provided by the family support staff in the superintendent's office to maximize our ability to monitor and encourage family/community involvement.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Collect and analyze data related to attendance at Parent Teacher Conferences.
- Conduct surveys about events that families attended over the course of the school year, reasons for attending, other events of interest, etc.
- Analyze impact of targeted outreach to families attending or not attending events.
- Guidance counselors and attendance personnel communicate attendance expectations to students and parents via guidance conferences, home visits, phone calls, letters, Datacation/Skedula/Pupil Path increasing strong family and community ties.
- 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 which will pave the path for rigorous instruction.
- We will host one collaborative event with a community based organization in Term 1 and another in Term 2.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>8<sup>th</sup> grade ELA score below grade level</p> <p>Honor Academy student or in need of additional prep for SAT.</p> <p>Seniors who need to pass the ELA Regents.</p> <p>Students in need of additional credits to earn 8 required.</p> <p>“</p> <p>Any student referred by teacher across the building.</p>	<p>A”IS: Additional periods of English for at-risk 9<sup>th</sup> graders</p> <p>Strategy: Ramp-Up Curriculum</p> <p>AIS: College Aptitude</p> <p>Strategy: Test prep, reading comprehension and writing strategies for PSAT/SAT and all content Regents exams across the disciplines</p> <p>AIS: ELA Regents Prep (E7R)</p> <p>Strategy: Test prep strategies for ELA Regents</p> <p>AIS: Credit-bearing</p> <p>Strategy: Curriculum aligned to English 1-8</p> <p>AIS: Credit-bearing online curriculum aligned to NYS CCLS</p> <p>AIS: Tutoring and small group instruction in ELA – Winter 2015/Spring 2016</p> <p>Strategy: Instruction and practice for ELA Regents</p>	<p>Whole class daily instruction</p> <p>Whole class daily instruction</p> <p>Whole class daily instruction for one term</p> <p>Whole class daily instruction</p> <p>Edgenuity online program supported by content teacher</p> <p>Small group, classroom atmosphere</p>	<p>Daily for one year</p> <p>Daily for one term in 10<sup>th</sup> grade in addition to English</p> <p>Daily to students who failed ELA in conjunction with English</p> <p>Daily to students in need of credit recovery in English as an additional class</p> <p>Students in need of credit recovery</p> <p>Students who failed or were not tested in</p> <p>ELA Regents or who passed with a grade below 75</p>
<b>Mathematics</b>	<p>Any student struggling in math.</p> <p>Any student who needs to</p>	<p>AIS: Math department sponsored peer tutoring – students assigned</p> <p>National Honor Society Peer Tutoring</p>	<p>Small group instruction, classroom atmosphere</p> <p>Small group instruction,</p>	<p>Daily</p> <p>2-3 times/week</p>

	pass a math Regents.	<p>Saturday Tutoring</p> <p>Small Group Instruction</p> <p>Tutoring supported by Title III Immigrant Program to support ELLs</p> <p>Online credit-bearing curriculum aligned to NYS CCLS</p>	<p>classroom atmosphere</p> <p>Classroom atmosphere</p> <p>Small group and one-on-one tutoring</p> <p>Classroom atmosphere</p> <p>Edgenuity online program supported by content teacher</p>	<p>Students attend one day/week</p> <p>Students attend one day/week</p> <p>Saturdays in the Spring term and after-school</p> <p>Provided to students in need of credit recovery</p>
<b>Science</b>	Any student in need of additional support in a current science class or to pass a required Regents.	<p>Tutoring daily during teacher C6 and/or prep</p> <p>NHS Peer Tutoring</p> <p>After-School Tutoring</p> <p>Saturday Regents Prep</p> <p>Saturday Tutoring</p> <p>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 and Saturdays.</p> <p>Credit recovery opportunities are available for students deficient in the required amount of science credits to graduate or to progress with their cohort are offered with online curriculum aligned to NYS Science Standards and CCLS.</p>	<p>One-on-one in the library and/or designated classrooms</p> <p>Classroom atmosphere</p> <p>Small group and/or classroom instruction</p> <p>One-on-one and classrooms atmosphere</p> <p>Edgenuity online program supported by content teacher</p>	<p>Daily</p> <p>Saturdays in months leading to Regents exams</p> <p>Alternating Saturdays and consecutive Saturdays 1-2 months leading to Regents exams</p> <p>Alternating Saturdays and consecutive Saturdays 1-2 months leading to Regents exams</p> <p>Daily access with teacher support two days/week</p>
<b>Social Studies</b>	Any student in need of support in social studies or who needs to pass Regents.	Students receiving AIS for Social Studies attend the following services: Global, US History, Economics and Government	<p>One-on-one tutoring</p> <p>One-on-one</p>	<p>Daily</p> <p>2-3 times/week</p>

		<p>Tutoring daily during teacher C6 assignment and/or prep</p> <p>NHS Peer Tutoring</p> <p>Tutoring after school during December and January 2015/16 and May-June 2016</p> <p>Saturday Regents Prep – January 2015 and May-June 2015</p> <p>Students are provided with notes, review packets, and online resources in the respective subject matter as well as taught skills in test taking.</p> <p>Credit recovery opportunities are available for students deficient in the required amount of science credits to graduate or to progress with their cohort are offered with online curriculum aligned to NYS Social Studies Standards and CCLS.</p>	<p>Classroom atmosphere</p> <p>Classroom atmosphere</p> <p>Classroom atmosphere</p> <p>Edgenuity online program supported by content teacher</p>	<p>Saturdays in the months leading to Regents exams</p> <p>Materials distributed via class or department AP</p> <p>Daily access with teacher support two days/week</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All students</p>	<p>Starting in November 2015 and ending in May 2016 students engage in 12 lessons on “Overcoming Obstacles” and “Common Sense” curricula, providing social skills training on the following topics: anti-bullying training, suicide prevention, College and Career exploration, time management, graduation requirements, and stress management.</p> <p>Throughout the 2015/2016 academic year, on an as-needed basis, students participate in individual counseling and group counseling for 10 sessions.</p> <p>In addition, during the Fall 2015 and the Spring 2016 terms, counselors conduct Programming and Progress Interviews. Guidance counselors review overall academic progress and project programs based on State and City academic requirements, assisting students meeting cohort graduation requirements and being productive</p>	<p>Whole class</p> <p>Individual and/or small group</p> <p>Individual and/or small group</p> <p>Individual and/or small group</p> <p>Individual and/or small group</p>	<p>Multiple times per semester</p> <p>Multiple times per semester</p> <p>Multiple times per semester</p> <p>As required by IEP or as needed per recommendations of teachers and other staff</p> <p>As required by IEP or as needed per recommendations of teachers and other staff</p>

		<p>individuals during and beyond the high school period.</p> <p>College and career exploration begins freshmen year via Naviance exposure. In the junior year, college advisement is provided each term through classroom presentations, 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 admission process and SAT preparation.</p> <p>The <b>School Psychologists</b> , in collaboration with the IEP team, review established IEPs triennially to reassess students’ progress toward meeting academic and social-emotional goals and provide any additional supports and advocacy as needed. In addition, the school psychologists conduct initial evaluations in collaboration with the school social workers, 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.</p> <p>At-risk services are provided by the School <b>Social Workers</b> 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. The social workers collaborate with outside agencies in order to provide any assistance that can benefit the student. In addition, the school social workers assist parents with understanding their due process rights when having their child tested for special education services.</p> <hr/>		
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		<p>Starting September 2015 and ending June 2016, students are assigned <b>health-related support</b> annually, via the medical 504 process, or as stated on students' IEPs; and where appropriate, academic support in the classroom setting. Health paraprofessionals travel with assigned students and safeguard students' welfare throughout the entire school day.</p> <p>Additionally, during the 2014/2015 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 the daily administration of medicine.</p>		
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## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. 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.
<ul style="list-style-type: none"> <li>• We access candidates for vacancies or new positions via the Open Market, through New Visions Talent Acquisition Team, attending job fairs, and recruiting through networking and hosting student teachers. In addition, we have hosted UrbanTeacher Residents who become viable candidates for subsequent vacancies.</li> <li>• We retain staff by providing a supportive environment that is safe for both students and staff. Supervisors are focused on developing teachers to succeed with all students and success moves both staff and students forward.</li> <li>• We will provide opportunities for staff to attend external professional development, take classes to gain dual certification, especially in the area of ENL and Bilingual, and host learning opportunities at FHHS.</li> <li>• We have a Professional Development Committee made up of representatives from each department who assess staff PD needs and coordinate with supervisors and administrators to provide workshops or other means to meet those needs.</li> <li>• We have four academic coaches dedicated to supporting staff developing or strengthening pedagogical skills, assisting with curriculum refinements, and facilitating the PD Committee.</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>We applied for and received a Talent Development Coach to work with teacher teams.</p> <p>Instructional Support from New Visions (Affinity Group)</p> <p>Assistant Principals provide PD.</p> <p>Professional Development Committee.</p> <p>Attending conferences or workshops to learn new strategies.</p>

Using protocols for Teacher and Inquiry Teams to effectively use data to drive decision making.

Conduct cycles of intervisitation to learn best practices.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

### Part 4: SWP Schools Only

#### 4a. 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/information, early intervention services, etc.).

#### 4b. 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.

Faculty meetings, Department meetings, teacher teams, and ICT partnerships are utilized to have teachers participate in multiple assessment measures.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	2,700,000	X	1-42
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	X	X	1-42
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	X	X	1-42

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**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 the school. **Fort Hamilton High 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 the school and the families. The 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 the school community. **Fort Hamilton High 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 the school community;

The 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. The

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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC) Template**

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

#### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Fort Hamilton High School	DBN: 20K490
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 836
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 33
# of certified ESL/Bilingual teachers: 17
# of content area teachers: 16

## 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: We have over 800 English Language Learners in our school, each with different levels of proficiency. Our smallest percentage of ELLs is our Intermediate group. Our students who achieve Advanced often test Proficient the following year. Many of our Beginner students struggle primarily with writing skills, and it prevents them from achieving the next status level. In order to work with the students to address their needs and help them in their content classes, we will provide additional instruction outside of the students' regular school day.

Direct instruction will occur outside of the students' regular school day in after school and Saturday programs. Content and ESL teachers will be working with small groups of students to improve their writing and reading comprehension skills. The teachers will utilize Achieve 3000, have the students working in literature circles, and incorporate journal writing and formal writing using the Hochman Method of Teaching Basic Writing Skills. This instruction will occur in ESL, science, and social studies small groups and will occur after school 2-3 days per week for 2 periods (90 minutes) and on Saturdays for 2-3 hours each week. We will also have instruction in math to help improve students' math skills, particularly in math literacy, in alignment with the Common Core Learning Standards. Content teachers will employ technology to help ESL students better connect with the material. This instruction may include accessing websites for interactive lessons; creating research projects; virtual classrooms, etc. We will have native language arts teachers push in to the content areas to assist students in the TBE program as needed.

We will employ Inside Broadway as an outside vendor to work with the students to improve their skills in all modalities. The teaching artist from Inside Broadway will also incorporate journal writing and close readings of dialogue as a way to help improve reading comprehension and writing skills for students. The focus of the course will be "The Immigrant Experience in the 20th Century" and will include lessons from such Broadway musicals as "Flower Drum Song" (Chinese immigration) and "In The Heights" (Hispanic immigration). Students will also learn about careers in theatre other than the acting because the program includes lessons in set design and lighting instruction, both of which incorporate applied math and science skills. The program will run for 8 weeks and will also have 1-2 licensed ESL and/or social studies teachers available to push in with the teaching artist.

By providing a combination of methods to address the students' various learning styles and academic needs, and helping to make them more technologically savvy, we believe students will be able to achieve greater results in their classrooms, on high stakes state evaluations, and be able to show overall gains in school, leading to an improved graduation rate, and better college and career readiness.

## 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: ESL/ELA and Bilingual Content area teachers will work collaboratively to enhance instruction and improve learning for ELLs. Teachers will meet monthly for 2 hours to share new

### Part C: Professional Development

instructional strategies and techniques and review current research, data, and trends related to ELL achievement, bilingual education and academic progress.

ESL teachers and Content Area Bilingual teachers (Math/Science/Social Studies) working in the Title III Program will participate in the monthly training, which will be given by the ESL coach. The ESL coach will meet with teachers individually or in small groups as needed, and participate in intervisitation with content and ESL teachers at times between monthly meetings to provide feedback and methodology to help improve instruction to ELLs. Topics to be covered include, but are not limited to: strategies for presenting content-specific, academic vocabulary to ELLs; incorporating Judith Hochman's Basic Writing Skills strategies into subject specific lessons; interpreting and understanding NYSESLAT proficiency scores/Examining exam samplers; differentiating instruction for struggling students with Multiple Entry Points; discussing current research, data and trends related to bilingual education; reviewing goals of Transitional Bilingual Education programs.

### 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: Parent engagement is crucial in the success of our students, particularly our ELLs, however, we have had challenges in connecting our parents to the school community, except in times of student discipline. Families need to understand that we are a resource for them and that they are welcome to come to us when they need assistance. We plan on conducting outreach to our parents/families to determine their needs and when they are available for us to help meet their needs. Our initial outreach will be through a letter that is backpacked with the students. Teachers will review the purpose of the letters so the students can explain our goal to their families. Parents and guardians will first tell us what language they speak in the home and when the best time to meet with them would be. Once we have this information, we can plan the first of our workshops, "How to use Skedula/Pupil Path to Help Your Child Succeed". We will advertise these meetings through phone blasts and through backpacked letters written in the home languages, and conduct the workshops with teachers who speak the languages whenever possible. Other staff members and student volunteers will be on hand to assist parents/guardians in logging into the system and navigating the program. We anticipate we will need to conduct the Pupil Path workshops several times during the year: September, November, January, and March. We also plan to bring in legal counsel from Atlas DIY, who specializes in assisting undocumented students gain citizenship. This informational seminar will serve as a springboard for families to update their own immigration status, and direct them to resources for additional assistance. While families are in attendance for the various meetings, we hope to discuss with them the things they would like to see made available to them. Our expectations include classes on how to navigate the internet, cultural enrichment, and access to adult ESL classes, all of which we are prepared to provide to the parents. We anticipate several student activities, including enrichment trips to science and history museums to connect to the coursework they are doing in their content classes, our annual Multi Cultural Show, and culminating musical performances from the students' work with Inside Broadway. We want our parents to participate as chaperones and be actively involved in the programs we offer. A sample schedule would be:

September-October: Parent questionnaire regarding needs; 1st session of Skedula/Pupil Path training

November-December: Legal counsels from Atlas DIY to assist undocumented students with gaining citizenship; continue looking at parent/guardian needs and availability for meetings; college visit (encourage parent/guardian participation)

### Part D: Parental Engagement Activities

January-February: 2nd session of Skedula/Pupil Path training; begin parent/guardian workshops based on need and interest (topics many include: Skedula/Pupil Path; ESL for adults; using the internet; cyber bullying, preparation for the NYSESLAT, regents, SATs, graduation requirements, etc.)

March-April: Multi Cultural Festival; Representatives from the Arab American Association to counsel parents and students on various topics including choosing the right college, immigration issues, and serve as a local resource for immigrant families; parent workshops based on need and interest; college visit (encourage parent/guardian participation); NYSESLAT celebration (encourage parent participation)

May-June: Parent workshops (based on need and interest); museum visits connected to curriculum (eg., Queens Science Center, Museum of Natural History (Earth Science/Living Environment), Ellis Island (U.S. History), Museo del Barrio (Spanish NLA, Global and U.S. History), plus any other academically connecting program or exhibit that may be available and appropriate for the high school ELL).

September-October: Welcome back event for families of ELLs; questionnaire regarding needs; 1st session of Skedula/Pupil Path training

November-December: Representatives from the Arab American Association to discuss college application process, immigration issues; continued outreach to parents regarding needs and interests

January-February: 2nd session of Skedula/Pupil Path training; begin parent/guardian workshops based on need and interest (topics many include: Skedula/Pupil Path; ESL for adults; using the internet; cyber bullying, preparation for the NYSESLAT, regents, SATs, graduation requirements, etc.)

March-April: Multi Cultural Festival; Representatives from Atlas DIY to work with undocumented students and families to help gain citizenship; parent workshops based on need and interest; college visit (encourage parent/guardian participation); NYSESLAT celebration (encourage parent participation)

May-June: Parent workshops (based on need and interest); museum visits connected to curriculum (eg., Queens Science Center, Museum of Natural History (Earth Science/Living Environment), Ellis Island (U.S. History), Museo del Barrio (Spanish NLA, Global and U.S. History), plus any other academically connecting program or exhibit that may be available and appropriate for the high school ELL).

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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)	\$50 X 5 X 2 hrs X 22 weeks = \$11,000	Saturday Program teachers
<ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$53 X 1 X 2 X 22 weeks = \$2,332	administrator
	\$50 X 5 X 3 days X 22 weeks = \$16,500	After School Program teachers
	\$50 X 2 X 2 days X 8 weeks = \$1600	Inside Broadway teachers
	\$50 X 5 X 3 X 4 sessions = \$3,000	Parent meetings teachers
	\$53 X 1 X 3 X 4 = \$636	administrator
	\$23 X 15 teachers X 8 sessions X 2 hrs = \$5,520	After school Professional Development teachers
	\$50 x 1 (trainer) X 8 sessions X 2 hrs=\$800	Teacher trainer
	\$41,388	Total

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>490</b>
School Name <b>Fort Hamilton High School</b>		

### 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 ENL teacher, and one parent.

Principal <b>Kaye Houlihan</b>	Assistant Principal <b>Jill Kitchen</b>
Coach <b>Jessica Guerrero</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Barbara Codd</b>	School Counselor <b>Dennis Lee</b>
Teacher/Subject Area <b>Milady Morales/Social Studies</b>	Parent <b>Christine Madias</b>
Teacher/Subject Area <b>Kristen Proscia/ISS, ESL/ELA</b>	Parent Coordinator <b>Fran Deprima</b>
Related-Service Provider <b>Cathy Stein</b>	Borough Field Support Center Staff Member <b>Cheryl Watson Harris</b>
Superintendent <b>Donald Conyers</b>	Other (Name and Title) <b>Natale Mannino, B.E.S.I.S. Co.</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>15</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>9</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>8</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>17</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>3</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>4478</b>	Total number of ELLs	<b>681</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

**This school offers (check all that apply):**

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>										99	92	64	56	0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	681	<b>Newcomers</b> (ELLs receiving service 0-3 years)	437	<b>ELL Students with Disabilities</b>	125
<b>SIFE</b>	102	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	143	<b>Long-Term</b> (ELLs receiving service 7 or more years)	101

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	223	0	6	59	0	11	29	0	21	0
<b>DL</b>										0
<b>ENL</b>	214	0	6	84	0	21	72	0	60	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 10

## 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
SELECT ONE Chinese										42	44	38	39	0
SELECT ONE Spanish										35	31	22	11	0
SELECT ONE Arabic										17	19	8	5	0
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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										34	37	16	11	0
Chinese										54	23	26	21	0
Russian										1	3	4	0	0
Bengali										0	2	1	0	0
Urdu										2	5	3	2	0
Arabic										21	26	22	7	0
Haitian										0	0	0	0	0
French										1	1	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	1	0
Albanian										0	1	0	0	0
Other										2	6	5	1	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										59	58	6	2	0
<b>Emerging</b> (Low Intermediate)										32	50	15	5	0
<b>Transitioning</b> (High Intermediate)										19	63	23	9	0
<b>Expanding</b> (Advanced)										67	129	46	42	0
<b>Commanding</b> (Proficient)										46	44	40	60	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											8	6	22	0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										72	76	63	94	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	123	9	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8	80		29		15		8		0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	46		5	
Integrated Algebra/CC Algebra	397		344	
Geometry/CC Algebra	217		192	
Algebra 2/Trigonometry Math _____	95		65	
Chemistry	135		93	
Earth Science	151		91	
Living Environment	431		397	
Physics	41		37	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	216		111	
Geography				
US History and Government	71		39	
LOTE	31		29	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	17	11	12	15				
Chinese Reading Test	4	6	24	122				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Newly admitted ELLs to Fort Hamilton High School are given an initial informal English assessment (in addition to NYSITELL) to determine English proficiency. This assessment is reviewed by a licensed pedagogue to estimate initial placement in ESL classes. Results of this assessment are in line with NYSESLAT/NYSITELL proficiency designations. Teachers refer to data including Years of Service, SIFE Report, AMAO tool and NYSESLAT modality reports to assess and evaluate the individual needs of students. The results of NYSESLAT Spring 2015 show that there was a 5% increase in the number of students who scored "Commanding"/tested out as compared to 2014 results. These results continue to influence instructional decision-making and curriculum planning. Teachers may also view transcript information, anecdotal reports and exam history on our school wide, online data/grade book system, Skedula. Further information is available to teachers upon request. In class, teachers use a variety of teacher-created baseline assessments, as well as other established assessments such as the San Diego Quick Assessment of Reading Ability. The data provides insight into the modality areas in greatest need of intervention. In most cases there needs to be a strong focus on literacy.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The largest number of students scoring "Entering" is in 9th grade. The majority of students scoring "Emerging" are in the 10th grade. The largest number of "Expanding" students are also in the 10th grade. From this data we can deduce that many students are progressing from "Entering" to "Emerging" after one year of language instruction. Most of the "Transitioning" level students are in 10th and 11th grade. The large number of "Expanding" 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 has the largest number of ELLs (226). Students may stay at the 10th grade level for more than one year, which could explain the number of students who score "Expanding" at this grade level. The total number of ELLs in grade 11 is dramatically lower than the 10th grade population. There are only 142 ELLs in the 11th grade. This may also be due to the number of students who test "Commanding" (formerly "Proficient") before reaching junior year. The results of NYSESLAT 2015 show a 5% increase in the number of students scoring "Commanding" as compared to the 2014 results. There are only 101 ELLs in the 12th grade. Though the decrease is not as dramatic, there is still

indication that the population decreases due to scores of "Commanding" on the NYSESLAT, indicating a continued pattern of growth and language acquisition. We will be able to further analyze new proficiency patterns after the spring 2016 NYSESLAT.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool is used to gather information about Annual Measurable Achievement objectives for English Language Learners. Teachers are provided with information about their students' NYSESLAT results (including modality breakdown) that may help inform instruction. Knowledge of modality areas in which students are deficient allows a teacher to utilize instructional strategies such as flexible grouping, close reading and direct writing instruction to address specific areas of need.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

A: Students who take Regents Examinations in the home language or use the home language version of the exam for reference, most likely perform better than students taking exams in English. The Living Environment exam is taken at the end of 9th grade, so those with lower English proficiency may benefit more from bilingual instruction and home language support. These conclusions are also consistent with observations of performance on the Global History Regents and the U.S. History Regents. It is difficult to quantify these results numerically because TBE students are offered the exam in the home language, but may write in either the translated or the English version depending on preference. The Home Language is used to provide various levels of support in instruction in both free-standing ENL and TBE programs. This support ranges from access to dictionaries/glossaries/exams in the home language to instruction and tutorials provided by speakers of Chinese, Spanish and Arabic.

B: N/A Did not Administer ELL Periodic Assessment

C: N/A

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new 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 ENL department and provide instruction utilizing a variety of language acquisition strategies. All teachers make sure home-language support is available. Through a content area/ENL teacher team collaboration, an online instructional toolkit was created to support all teachers working with ELLs and former ELLs. Fort Hamilton offers Integrated ENL by having some ENL teachers work with Social Studies teachers in a "push-in" model. Students are programmed according to parent program selection, but academic progress is closely monitored by teachers, counselors and grade advisors. Students are brought in for academic conferencing. Parental outreach is made whenever 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 ENL instructional strategies and cultural/linguistic considerations into various subjects. Students in TBE programs receive a larger ratio of English to Home-Language instruction as the year progresses, and as they reach higher levels of proficiency.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

The success of our programs for ELLs will be determined by individual improvement in the four basic second language acquisition skills, 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 "Commanding" on the NYSESLAT, and increase in scholarship of all students receiving services. We also examine graduation rate, credit accumulation and overall academic growth. The AMAO tool is used to gather information about Annual Measurable Achievement objectives for English Language Learners and to assist teachers in differentiating instruction. 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 ENL/World Languages office, to meet with the B.E.S.I.S. Coordinator, Natale Mannino (certified ENL/Italian teacher) or the ENL Instructional Coach, Jessica Guerrero (certified ENL teacher) and participate in the interview process. Students are informally interviewed (in English) by the B.E.S.I.S. Coordinator, the ENL Instructional Coach and additional licensed pedagogues. Students are also interviewed in their home language when staff is available to assist. If additional translation is necessary, translation services are called. 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 NYSITELL eligibility results. 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 NYSITELL. The HLIS is available in a variety of languages and is offered to the parent in the native language when available and is completed with assistance from a pedagogue. After the survey is completed and signed, The B.E.S.I.S. Coordinator reviews responses and through this interview process determines if the student should be tested. Families that indicate “English” as the primary language are not eligible for ENL services and are directed to the appropriate guidance counselor. A copy of the HLIS is kept on file in the B.E.S.I.S. office and the original is forwarded to the guidance counselor to be placed in the student’s cumulative folder. Students that have an IEP are evaluated by our Language Proficiency Team. This includes the B.E.S.I.S. Coordinator, Natale Mannino (certified ENL/Italian teacher), the ENL Instructional Coach, Jessica Guerrero (certified ENL teacher), the Department Coordinator, Jill Kitchen (certified ENL Teacher/certified School Building Leader) as well as Christine Ciccarone, A.P. Instructional Support Services (certified Special Education teacher/certified School Building Leader.) Students who are deemed eligible are scheduled to take the NYSITELL within ten days of the registration date. Students with a Spanish Home Language are scheduled for the Spanish Lab. Students with interrupted/inconsistent formal education (as indicated by our in-house educational history questionnaire) will be administered the SIFE LENS within the mandated time window.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Newly admitted ELLs to Fort Hamilton High School are given a Student In House Educational/Language survey and an initial English proficiency assessment to determine English proficiency. Students and parents/guardians are informally interviewed by the B.E.S.I.S. Coordinator and/or the ENL Instructional Coach. Students are also interviewed in their native language by available staff members. If any gaps in education are identified, students will be administered the SIFE LENS within 30 days.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Students that have an IEP are evaluated by our Language Proficiency Team (LPT.) This includes the B.E.S.I.S. Coordinator, Natale Mannino (certified ENL/Italian teacher), the ENL Instructional Coach, Jessica Guerrero (certified ENL teacher), the Department Coordinator, Jill Kitchen (certified ENL Teacher/certified School Building Leader) as well as Christine Ciccarone, A.P. Instructional Support Services (certified Special Education teacher/certified School Building Leader.) The LPT meets with the student and the parent/guardian to recommend whether a student should be scheduled for the NYSITELL. The student is programmed immediately (according to recommended determination) in order to avoid gaps in instruction. The team completes the LPT NYSITELL Determination form. If it is recommended that the student not be tested, this form is forwarded to the principal and ultimately the superintendent. A copy of the HLIS is kept on file in the B.E.S.I.S. office and the original is forwarded to the guidance counselor to be placed in the student’s cumulative folder. Parents also receive a copy. The parent has the right to accept or reject the determination within a 20 day window. Students who are deemed eligible are scheduled to take the NYSITELL within ten days of the registration date. Any necessary adjustments to the student program are made immediately.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The Coordinator maintains a master list of all NYSITELL 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 Coordinator’s contact information is included in the letter.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents and students that are 18 years of age or older receive notification in writing that they have the right to appeal ELL status within 45 days of enrollment at the registration meeting. This information is also included in the Entitlement letter, which is written in the preferred language of the family. These letters are kept in the World Languages office as well as in the student's cumulative file.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Parents are offered an opportunity to view the Parent Orientation Video, available on the NYCDOE home page, in their preferred language (if available). The video describes the three program choices (Freestanding ENL, Transitional Bilingual Education and Dual Language). After viewing the video, the B.E.S.I.S Coordinator and/or the Instructional Coach further discuss the options with the guardian. A translator assists in answering questions and discussing concerns when needed. Parents are free to contact the school at any time if they have questions or concerns. The Parent Coordinator also facilitates communication with families and provides information about available resources. Parents who choose "Transitional Bilingual Education" (TBE) are informed that their child's program will contain classes in the student's home language, in addition to the required ENL classes. Parents who select "ENL only" are informed that their child will be placed in an appropriate ENL class, according to proficiency level. Content area classes, where instruction is in English only, include other ELLs and the teacher utilizes ENL instructional strategies. Parents are informed that the child will continue in the selected program until the parent indicates a desire to change their selection.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parent surveys and Program selection forms are completed in the office during the registration process. If a form is not completed, outreach is made (through phone calls, email and online anecdotes) to ensure that surveys and selection forms are returned. The Coordinator monitors parent program choice for all entitled students. As soon as official scores are made available on ATS, the ELPC screen is updated and "Entitlement and Placement" letters are printed and sent out. If a program not previously offered becomes available, parents are notified through letters, email and phone calls.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
In most cases, Parent Survey and Program Selection forms are completed in the office during the registration process. The program selection is entered on a master list by the Coordinator. If a form has not been completed or returned, the Coordinator will do continued outreach (letters/phone calls/online anecdotes) to parents and advise that a guardian come in to complete the Parent Selection Form to avoid any adverse effects on the student's education and programming.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The Coordinator maintains a master list of all NYSITELL 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 master list is updated, indicating that letters have been distributed. All letters are printed in the parent's preferred language. The Coordinator's contact information is included in the letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Upon entering the office for registration, 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 NYSITELL eligibility results. Copies of the HLIS, the Parent Program Selection form and the in-house educational survey are kept on file in the World Languages Department office and the originals are forwarded to the guidance counselor to be placed in the student's cumulative folder. Copies of all entitlement and non-entitlement letters are kept in the office as well as placed on the cumulative folder. A digital master list of all entitled students is updated frequently with pertinent information such as grade/cohort, program selected, years of service and NYSESLAT/NYSITELL proficiency level. The Assistant Principal, Coordinator and ENL Instructional Coach are responsible for monitoring and maintaining the files.
11. 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 Assistant Principal, the B.E.S.I.S. Coordinator and the ENL Instructional Coach attend training offered by the Office of English Language Learners. This training is then turn-keyed in house. Pertinent ATS reports, such as the RLAT and RLER are used to identify all NYSESLAT eligible students.  
A testing schedule is created to administer the speaking section. Students are instructed to report to a testing room (during their ENL 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

a large ELL population 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 ENL classes. Make up exams are scheduled for the last two days of the testing period and outreach is conducted if students are absent for any section. Every attempt is made to test all ELLs currently enrolled. Outreach is made to those students with a missing or invalid score during the previous administration. The importance of the examination is emphasized. After scoring 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitled students receive "Continued Entitlement" letters indicating the most recent valid NYSESLAT score and the Program Selection on file. Students who scored "Commanding" on the NYSESLAT receive a transitional support letter. The RLER report is used to identify all entitled students to ensure that letters will be distributed. These letters are sent out before the end of the first marking period. This communication is translated by NYCDOE into the language requested for communication on the HLIS. The Coordinator and ENL Instructional Coach are responsible for monitoring the distribution of these letters.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 and the master list maintained by the Coordinator. 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 indicate 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, though the overall ELL population has decreased, the popularity of Freestanding ENL has been growing. At the start of the 2015-2016 school year, more students are enrolled in ENL than TBE. In order to continue alignment between parent choice and program offerings as per Aspira Consent Decree we continue to inform parents of all program options offered at Fort Hamilton High School and city wide.

Total number of students enrolled in Transitional Bilingual and ESL programs for the last 3 years:

2013-2014 495(TBE)/427(ENL)  
2014-2015 423(TBE)/460 (ENL)  
2015-2016 311(TBE)/370 (ENL)

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

English Language Learners receive the New York State-mandated Stand-Alone ENL/Integrated ENL allotted instruction time based on student proficiency level. Students scoring "Entering" on the NYSESLAT are programmed for two periods (Stand-Alone ENL and ELA Instruction.) "Entering" students also receive one period of Integrated ENL in the Social Studies Content area via push-in model. Students scoring "Emerging" are programmed for two periods (Stand-Alone ENL and ELA Instruction.) Though not mandated for Stand-Alone ENL, students scoring "Transitioning" are programmed for two periods (Stand Alone ENL and ELA Instruction) to provide students with needed language acquisition support. Students at the "Expanding" level are programmed for one period of ENL/ELA instruction. Stand-Alone ENL and Integrated ENL/ELA instruction is delivered by dually certified teachers whenever possible. ENL classes are homogeneously grouped by proficiency.
  - b. TBE program. *If applicable.*

Those who have selected a TBE program receive the mandated ENL instruction, in addition to Home Language classes (45 minutes per day) and bilingual content area courses when available. These content area courses are heterogeneously grouped.

c. DL program. *If applicable.*

N/A:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All students receive at least the minimum mandated number of Stand-Alone instructional minutes according to proficiency levels in both program models. In some cases students receive more ENL language instruction than the number minutes mandated. TBE students receive Home Language Instruction every day.

3. Describe how core content is delivered in each program model. 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 Home Language (Chinese, Spanish and Arabic) and English in Math, Science and Social Studies is allocated as follows: for Entering students-instruction may begin at 100% in home language but will transition to 60:40; Emerging and Transitioning will begin at 75% in home language but will transition to 50:50; and Expanding- 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 ENL instructional techniques in addition to the following instructional strategies: paired and small group cooperative learning, choral repetition drills, vocabulary building activities, word walls, ...etc. Teachers have also worked collaboratively across content areas to develop lessons and activities that are differentiated through the use of multiple entry points. In addition, teachers consider cultural and linguistic differences while teaching the content area curricula. Students in an ENL only program are grouped together in core content classes. Instruction in these classes also includes similar ENL instructional strategies and techniques to make content comprehensible and to foster language development. A school-wide focus on literacy and annotating text helps all students students meet the demands of the Common Core Learning Standards. Additional support in Social Studies is offered through Integrated ENL by having certified ENL teachers "push" into the content area class.

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

Home language development and proficiency of ELLs are evaluated through initial assessment exams in Home Language courses (offered in Arabic, Chinese, Spanish) as well as the annual administration and evaluation of scores on the Chinese Reading test and El Examen de Lectura(ELÉ). Ongoing evaluation of students' speaking, reading, and writing skills is conducted through formative and summative assessment, including unit examinations, writing assignments, projects, as well as mid-term and final exams.

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 ENL 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.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

Newly arrived students or students from other neighboring schools who have interrupted formal education (SIFE) are interviewed and enrolled in appropriate ENL classes (according to proficiency)and support classes (language development) in which instruction is differentiated to meet the specific needs of the students. 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 SIFE/LTELL academic intervention grants to provide additional support to our struggling students. Support includes after school intervention, additional instructional materials and the implementation of Academic Vocabulary Toolkit, access to Achieve3000 (A lexile based online reading/writing program.)

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 an Entering level Newcomers ENL 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 ENL teachers. Intervention strategies include collaborative teaching, individual and small instruction via differentiated activities. Language proficiency and growth is assessed through analyzing scholarship and performance on the NYSESLAT. Students are then programmed for the appropriate level for the following instructional year.

Developing 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 through appropriate programming, one-on-one conferencing with ENL teachers and tutoring. 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 reading materials in home languages. 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 other interventions as needed. Cohort seniors who are LTE and below Transitioning levels are programmed for a language skills 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 Chinese Bilingual classes who continue with home language study are programmed for Advanced Placement Chinese Language in which they are able to receive college credit. Home Language 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. We have also received additional support for intervention through the Long-term ELL grant.

Students who scored Commanding on the NYSESLAT within the last two years continue to receive testing accommodations and are offered additional support through programming (literacy blocks and public speaking classes taught by certified ENL teachers) as well as tutoring .

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Based on the recommendation made by qualified personnel (including the Coordinator, the ENL Instructional Coach, the Assistant Principal, and other licensed pedagogues), if a status change is necessary the appropriate documentation would be forwarded to the principal and then the superintendent for review. Once a decision has been made and a written response is received by the school, changes would be made to the student's program. All documentation should then be filed in the student's cumulative folder. The student's progress should be closely monitored by the teacher and the guidance counselor to ensure that academic growth is sustained and that progress is not adversely affected by the re-identification process. The school ensures academic progress has not been adversely affected by monitoring individual student progress through examination of pertinent academic data and collaboration with guidance staff

8. 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 ENL instruction in Self-Contained classes include Wilson, Rewards, Collaborative Strategic Reading, Hochman Basic Writing, Academic Vocabulary Toolkit, Achieve3000 and Newsela. Home Language support materials include readers, bilingual dictionaries and glossaries. 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 ENL Instructional coach) in order to address the literacy needs of our students.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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' home 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

Chart programmed according to their best ability and in the least restrictive environment possible. Instruction is also provided via ICT classes.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

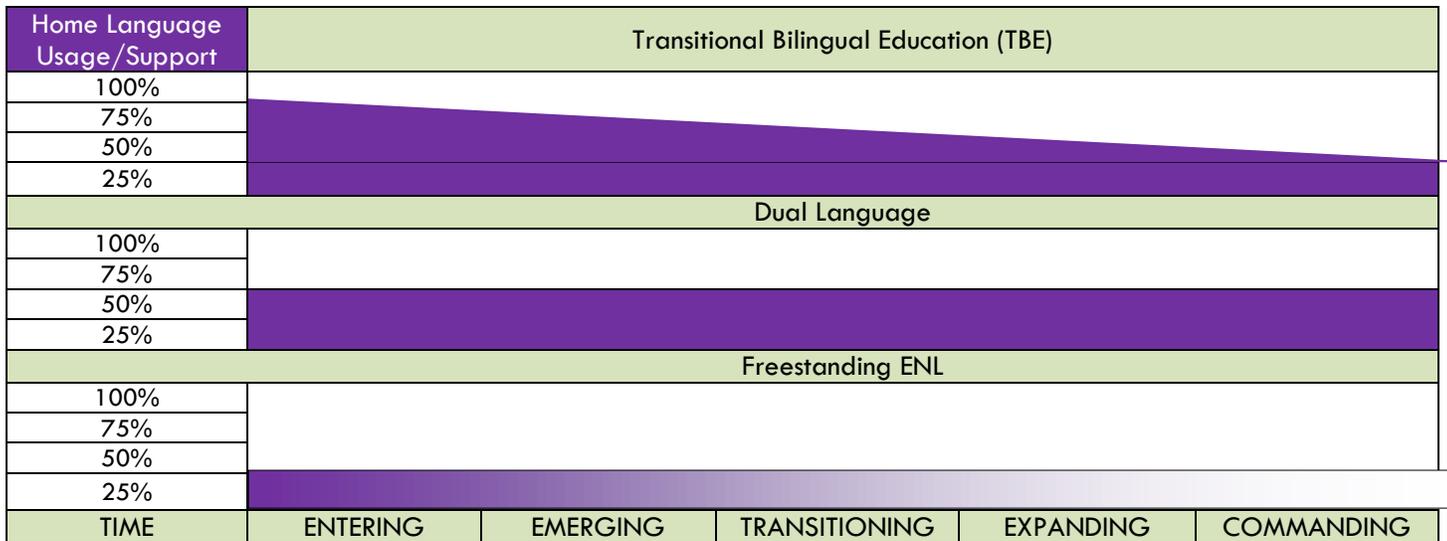


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. ELLs are encouraged to take part in tutorials and special academic intervention programs geared towards helping them meet the standards. Saturday Academy and test preparation tutorial programs are 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 counselors (Spanish, Arabic and Chinese) work closely with students to monitor academic progress. Group guidance lessons are provided to all ELLs in addition to one-on-one counseling. Newcomers are provided with lessons geared toward promoting social-emotional growth in addition to academic achievement. Developing and Long-term ELLs are supported through language skills classes and guidance supervision. Additional after school intervention and support is also provided through the Long-term ELL grant. We continue to use Achieve3000 for emerging and expanding ELLs in addition to Newsela to enhance literacy skills. Classroom libraries and word-to-word dictionaries in target languages are available in all classrooms in order to promote literacy skills of all ELLs.
11. 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 meeting AYP with ELLs continues to be a challenge. Many students lack appropriate credit accumulation due to poor attendance and scholarship. In order to remediate this, we program students for credit recovery and other academic interventions such as tutoring. In looking at NYSESLAT data from spring 2015, it is clear that many students are acquiring language skills as they progress through each grade. Most students scoring Entering are in the 9th grade. Most students scoring Emerging are in the 10th grade. From this data we can deduce that many students are progressing after a consistent year of language instruction. There are only 142 ELLs in the 11th grade and 101 ELLs in the 12th grade. This is due to the number of students who test Commanding before reaching junior year indicating a steady pattern of language acquisition and growth. Students taking Regents Exams in home languages seem to perform better than those taking exams exclusively in English, indicating that home language support is necessary for student success in content area classes. Additional support is being provided in some Social Studies content classes by adding a licensed ENL teacher to deliver integrated ENL instruction. This should result in improved performance in writing and on standardized exams.
12. What new programs or improvements will be considered for the upcoming school year?

This year we will implement Academic Vocabulary Toolkit to more of the ELL population. This is designed to expose ELLs to more high-frequency academic vocabulary used across core content areas. More teachers will be trained in Hochman strategies for teaching basic writing. The ENL Instructional Coach is also implementing and turnkeying a Collaborative Strategic Reading program, focused on having students read content specific texts with greater success. We also plan on updating our reader selection and integrating more new and modern resources to reflect the shifts toward Common Core aligned instruction. We continue to expand our use of technology and offer more parental outreach and training with Pupil Path.
13. What programs/services for ELLs will be discontinued and why?

N/A
14. 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, ELLs 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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), Newsela, Hochman strategies for basic writing, SMART boards, laptop projectors, mobile laptop labs; Academic Vocabulary Toolkit, scaffolding strategies; differentiated instruction; small group work; and tutoring and extended-day support. Word to word dictionaries/glossaries and home language materials and resources are available to students in core content area and ENL classes. ENL, ELA, HLA, ISS and Content area teachers engage in Teacher Team Meetings to discuss and share strategies and techniques.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is provided in many classes as the many of our teachers are multilingual. Teachers are able to support students' learning of the home language and English in bilingual and ENL content area classes. CR-Part 154 mandates that instruction using HLA support be available to all students. The percentile for HLA support is never zero. Students in Chinese Home

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 students are able to transfer language skills to English, thereby enabling students to succeed on the ELA Regents and other exams. Spanish Home Language Arts is also offered. Students participate in the Achieve3000 Spanish web-based program. Arabic support is provided through HLA classes and by ENL and Content-area teachers and paraprofessionals who speak Arabic. Bilingual guidance counselors are available to advise students, communicate with parents and monitor progress.

17. Explain how the school ensures all required services/resources support and 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 commanding. Many students also "opt out" of bilingual programs in 11th and 12th grade (changing parent choice to an ENL only program) after feeling more confident and acquiring language skills. Junior and senior ELLs are invited to participate in college fairs. College Now courses provide an opportunity for college credit. The courses provide college selection and career exploration guidance. Instruction is provided before or after the students' regular schedule.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Prior to registering at Fort Hamilton High School, all students from local 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 B.E.S.I.S. Coordinator, ENL 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 NYSITELL and native language placement tests for eligible students, and timely programming to avoid gaps in instructional time. 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.

19. What language electives are offered to ELLs?

All ELL students enrolled in TBE classes are required to study their home language. Students may continue after language requirements are satisfied and take Advanced Placement classes in 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
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, improving academic vocabulary, strengthening literacy skills and argumentative writing, annotating texts and creating meaningful writing tasks.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Throughout the year, members of the World Languages/ENL Department have the opportunity to attend Professional Development Institutes and/or other training relevant to ENL/Common Core instruction; these teachers turn-key what they learn 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 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.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
ELLs transitioning to high school are provided with social-emotional lessons given by the guidance department. The guidance counselors help support teachers in monitoring the academic progress and social emotional growth of students as they make the transition from middle school to high school. Some methods of support include meeting with students individually, assisting in proper programming and placement as well as facilitating meetings with parents and other content area teachers.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

ENL, Home 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 students to meet the standards and acquire the skills necessary to succeed and graduate with their cohort. Teachers review student performance on the NYSESLAT, 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). ENL teachers receive training in the implementation and analysis of data provided by the Achieve3000 Differentiated Reading program. ENL teachers receive training regarding new ELL mandates and NYSESLAT administration. It is always our goal to continue to enhance collaboration between content area teachers, ENL and Bilingual teachers through collaborative teacher teams and work with Teacher Development Coaches. Collaborative teacher teams consisting of ENL, content area bilingual teachers and teachers of students with SWD's have worked together to develop an online toolkit of instructional strategies for engagement and differentiation. Access to this digital instructional resource is provided to all teachers throughout the school and revision of the work is ongoing. Records of professional development meetings are kept with agendas, attendance sheets and decision sheets where minutes are recorded. A school wide professional development log is kept in the Principal's office. Since Fort Hamilton has such a large ELL population, most professional development includes an ELL application or focus accounting for more than 15% of total professional development hours for all content area teachers and 50% of total professional development hours for bilingual/ENL instructors. Our ENL Instructional Coach frequently attends workshops/conferences offered by District/Regional offices and shares this valuable information in-house. The Instructional Coach also meets with core content area teachers to provide ELL specific professional development and support.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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. Parents are also able to speak with the school via phone and contact teachers through the Skedula email system. All parental outreach is made in the parents' target language whenever possible.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Teachers keep their own records of parental outreach and meetings. Guidance counselors document outreach on the ATS ILOG system. Teachers may also create anecdotal logs on Skedula to document outreach and parent contact.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We are always looking to provide assistance to ELL families and create new meaningful partnerships with Community Based Organizations. Some community organizations we have worked with 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

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

When considering the needs of parents we often look to responses given on the school survey, which is translated into target languages. We also respond to the feedback given by parents during individual meetings, phone calls and through our Skedula email system.

6. How do your parental involvement activities address the needs of the parents?

Many of our parental involvement activities address the needs of our diverse population. Translation and interpretation are always available and no parent is ever excluded from participating in a student's educational experience due to a language barrier.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

<b>School Name: Fort Hamilton High School</b>		<b>School DBN: 20K</b>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kaye Houlihan	Principal		10/30/15
Jill Kitchen	Assistant Principal		10/30/15
Fran Deprima	Parent Coordinator		10/30/15
Barbara Codd	ENL/Bilingual Teacher		10/30/15
Christine Madias	Parent		10/30/15
Kristen Proscia/ISS ESL ELA	Teacher/Subject Area		10/30/15
Milady Morales	Teacher/Subject Area		10/30/15
Jessica Guerrero	Coach		10/30/15
	Coach		
Dennis Lee	School Counselor		10/30/15
Donald Conyers	Superintendent		10/30/15
Cheryl Watson Harris	Borough Field Support Center Staff Member		10/30/15
Natale Mannino	Other <u>BESIS Co.</u>		10/30/15
Cathy Stein	Other <u>Related Services</u>		10/30/15
Jeff Brisard	Other <u>A.P. Programming</u>		10/30/15



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **20K490** School Name: **Fort Hamilton High School**  
Superintendent: **Donald Conyers**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The school collects data (including the HLIS) regarding the primary language spoken by the parent/guardian of each newly enrolled student and whether the parent/guardian requires language assistance to communicate with the school. A portion of the HLIS and our own in-house educational history survey asks the parent's language preference for written and oral communication. This is also confirmed during the registration interview. The ATS report, RPOB, is generated and reviewed to determine/check the home language of students who have come from other schools when the original HLIS is not found in the student's cumulative folder.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Preferred languages include English, Spanish, Chinese, Russian, Bengali, Urdu, Arabic, French, Polish, Albanian, Georgian, Ukranian, Italian, Portugese, Paluan, Fijian, Greek and Turkish.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents that contain critical information about educational programs and services are translated into target languages. This includes announcements of meetings and conferences, after school tutoring and program information, important school letters (including general information and letters regarding entitlement and services, IEP meeting letters, Medicaid and lunch information). Student and parent surveys are translated. Translation is also available (in some languages) on Skedula, our online data/gradebook system. Mid term progress reports and disciplinary referrals are also translated into Chinese, Arabic and Spanish.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to face meetings include parent teacher conferences (in both the Fall and Spring Terms), Welcome Night for incoming freshman (held in the spring), monthly PTA meetings, as well as parent workshops for Skedula (our online data/gradebook/communication system.) There are frequent informal interactions with parents including phone calls and conferences with teachers and guidance counselors scheduled as needed.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All written translation is provided in house by school staff, through the Translation & Interpretation Unit or through approved vendors when a document exceeds one thousand words. Other English correspondence has in different languages a note with a contact for additional information or translation. Every attempt is made to ensure that all essential correspondence is translated and made available to parents in a timely fashion.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Fort Hamilton High School boasts a diverse multilingual staff able to provide frequent in-house interpretation for informal parent interactions, including registration interviews, phone calls to parents and disciplinary and/or academic conferences. For larger events, such as parent-teacher conferences, on-site interpreters are contracted from an outside vendor, "The Big Word", to meet interpretation needs of families.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members are made aware at staff meetings that translation services are available. T&I brochures and posters (provided by the T&I Language Access Kit) are available at the front door and in the language department. Staff members are directed to contact the language department if any assistance or information is needed. The "I Speak..." card will be made available to all staff.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Chancellor's Regulations A-663 are reviewed by all administrators and supervisors to fulfill parent notification requirements for translation and interpretation services. Parents/guardians in need of language services always have access to information and assistance at Fort Hamilton High School. Important documents are translated and sent home. In the front lobby, all notification is accessible and prominently displayed. Multilingual signage around the school notifies parents of the availability of language services.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Parent Survey, which is translated into a variety of languages, allows the school to gather feedback from parents. Also, the use of Skedula allows for more frequent feedback from and communication with parents in a forum that provides translation.

