



**FOREST HILLS HIGH SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL:** 28Q440  
**ADDRESS:** 67-01 110<sup>TH</sup> STREET  
FOREST HILLS, NY 11375  
**TELEPHONE:** (718) 268-3137  
**FAX:** (718) 793-7850

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 28Q440      **SCHOOL NAME:** Forest Hills High School  
**SCHOOL ADDRESS:** 67-01 110<sup>th</sup> Street, Forest Hills, NY 11375  
**SCHOOL TELEPHONE:** 718-268-3137      **FAX:** 718-793-7850  
**SCHOOL CONTACT PERSON:** Saul Gootnick      **EMAIL ADDRESS:** sgootni@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Fernando Gonzalez</u>
<b>PRINCIPAL:</b>	<u>Saul Gootnick</u>
<b>UFT CHAPTER LEADER:</b>	<u>Eddy Mesidor</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Brenda Moz</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Nicole Smaranda</u>

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 28      **SSO NAME:** Integrated Curriculum and Instruction LSO  
Children's first Network #201

**SSO NETWORK LEADER:** Gerard Beirne

**SUPERINTENDENT:** Juan Mendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Saul Gootnick	Principal	
Carrie Sanchez	Assistant Principal	
Eddy Mesidor	UFT Chapter Leader	
Audrey McFadden	Guidance Counselor	
Raul Macias-Cotano	Teacher	
Fernando Gonzalez	PA President	
Maria Nieves	Parent	
Jill Goldstein	Parent	
Ellen Weisman	Parent	
Angela Cobb	Parent	
Brenda Moz	Student	
Nicole Smaranda	Student	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Our Blue Ribbon School of Excellence is committed to ensure the highest academic potential for all of our students. Forest Hills High School serves the needs of our multicultural population with a challenging curriculum, communication with all strands of the Forest Hills High School community and extensive additional after school activities. Our goal is to have students become responsible citizens in a democracy and become life-long learners

### **Contextual Information about the School's Community and its Unique/Important Characteristics**

Forest Hills High School (FHHS) is a multicultural institution at which 3,938 youngsters of diverse racial and ethnic groups learn and work in harmony. Approximately 70% of our students come from homes where English is the second language. FHHS's tradition of academic excellence is evidenced by being chosen as a Blue Ribbon School of Excellence.

In addition, FHHS offers special programs open to all students in Queens:

- **Carl Sagan Science. Math Honors Academy** – offers honor level courses in authentic science and math research and seminars in advanced mathematics and statistics.
- **Richard A. Brown Honors Law Institute** – provides students with an understanding of the legal system and practical applications of law and participation in mock trial and moot court helping them work towards a career in law.
- **Health Professions Academy** – provides students with learning experiences related to medicine. Included is intensive course work and internships at North Shore Forest Hills Hospital and Parkway Hospital.
- **Virtual Enterprise** – provides students with the knowledge, skills, and hands-on experiences necessary to become future successful business leaders.
- **Academy of Vocal and Instrumental Music** – provides intensive choral instruction and intensive instruction on all band and orchestral instruments covering music theory, composition and history. Instrumental Music students participate in Jazz Band, Concert Band, Symphonic Orchestra, or Drum Corps. Vocal students participate in Concert Choir and/or Chamber Choir.
- **Drama Academy** – provides students the opportunity to study the dramatic arts through a rigorous and specialized program involving acting, directing, playwriting, set design and play production.
- **Academy of Public Service** – combines a study of public policy and government with a commitment to volunteering by offering challenging courses in the Humanities while empowering students with the ability to make a difference.

Forest Hills High School is a four-year institution accredited by the New York State Department of Education. As one of the leading academic high schools in New York City, it serves the needs of students who are zoned for the school from such areas as Forest Hills, Kew Gardens, Jamaica, Hollis Hills, Middle Village, Glendale, Elmhurst, and Corona, those students who enter the school by meeting the qualifications for one of three magnet programs: the Carl Sagan Science and Math Honors Academy, Law and Humanities Academy, Academy of Vocal and Instrumental Music, and Drama Academy, as well as those who do not live in any school's catchment area – Cambria Heights, St. Albans, Hollis, Queens Village etc. Forest Hills High School is located in a residential area in Forest Hills, Queens.

The Principal is the chief administrative officer, assisted by eleven assistant principals supervising the following areas: Pupil Personnel Services, Organization, English, Foreign Language, ESL/Art/Business Education/Music, Sciences, Mathematics, Social Studies, Instructional Support Services, Security, Health/Physical Education, and Pupil Programming and Data Analysis.

### **Top Priorities for the 2010-11 School Year**

1. Develop and maintain effective academic intervention programs for freshmen most in need of additional support.
2. Develop and maintain back-on-track programs for students with credit accumulation difficulties.
3. Insure a safe and orderly school environment.
4. Foster a warm, friendly school climate that has all students feel it is their school.
5. Provide high caliber enrichment and research courses.
6. Provide comprehensive college advisory services.
7. Maintain and sustain a high attendance rate.
8. Mentoring and Professional Development will be provided in order to enhance teaching pedagogy.
9. Provide staff ongoing staff development in differentiated instruction, the use of data, and the Essential Elements of Instruction.
10. Support the Parents Association in order to increase parent involvement in the school community.
11. Creation of committees to create new curriculum that is interdisciplinary in nature.

### **Overview of Instructional Programs and Special Initiatives**

The school's Academic Intervention Services as outlined in Appendix I include the following: AM/PM School, after school Tutoring, Friday Morning Meetings with the Principal, Evening Counseling, Concurrent Options and ERSSA Resource Room. To move students in to the least restrictive environment in support of the New Continuum for the delivery of services, collaborative classes have been created. In addition, a Pupil Personnel Team (PPT) meets on a regular basis as does the Least Restrictive Environment (LRE) committee. The existing collaborative classes are in English, Global History, US History, Music and Mathematics.

Elective Courses: Honors courses are given in Science, Social Studies, English, and Mathematics. Advanced Placement courses are offered in the following subjects: Calculus (AB,BC), Computer Science, Statistics; English Literature and Language; Biology, Chemistry and Physics, Environmental Science, Psychology; American History, Macro Economics, Art History, American Government, Political Science; Spanish language and literature; Chinese Language; and French Language. In May 2010, more than 26% of our students took AP exams (many students take more than

one exam). The large majority of our students score 3 or more on almost all of the exams. Additional elective courses are offered to meet the needs of all students in all subject areas.

The school has more than 35 clubs including the Key Club, Cheerleaders, Mock Trial and Debate teams, SADD, Fashion Club, Latin Club and Shakespeare Club. These activities, as well as many others, attract a wide variety of students and provide genuine "holding power." In addition, they encourage a diverse student body to harmoniously interact. They also provide opportunities for success outside the classroom and make all students feel welcome and important. The many unique opportunities afforded to all students are part of the reason why we are so successful. There is a positive trend in student academic success. Forest Hills High School provides students with the best education possible. Students who graduate from Forest Hills are accepted in all of the major universities in the United States and they have been awarded thousands of dollars of scholarships each year.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		Forest Hills High School							
<b>District:</b>		28	<b>DBN:</b>		28Q440	<b>School BEDS Code:</b>		342800011440	
DEMOGRAPHICS									
<b>Grades Served:</b>		Pre-K		3		7		11	√
		K		4		8		12	√
		1		5		9	√	Ungraded	√
		2		6		10	√		
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			89.8	90.7	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>				
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		0	0	0			93.9	94.4	TBD
Grade 4		0	0	0					
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>				
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 7		0	1	0			21.9	22.2	40.4
Grade 8		0	0	0					
Grade 9		844	840	1026	<b>Students in Temporary Housing - Total Number:</b>				
Grade 10		1062	1025	981	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11		892	917	955			10	26	TBD
Grade 12		838	857	894					
Ungraded		5	2	2	<b>Recent Immigrants - Total Number:</b>				
Total		3641	3642	3858	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							117	99	63
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		109	136	156	Principal Suspensions		233	217	TBD
# in Collaborative Team Teaching (CTT) Classes		55	75	72	Superintendent Suspensions		11	7	TBD
Number all others		124	134	165					
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>				
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					CTE Program Participants		N/A	469	823
<b>English Language Learners (ELL) Enrollment:</b>					Early College HS Program Participants		0	0	0
<i>(BESIS Survey)</i>									
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>				
# in Transitional Bilingual Classes		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		369	321	329	Number of Teachers		186	185	TBD

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	29	30	52	Number of Administrators and Other Professionals	50	50	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	3	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	83	38	TBD	% fully licensed & permanently assigned to this school	99.5	100.0	TBD
				% more than 2 years teaching in this school	80.1	79.6	TBD
				% more than 5 years teaching anywhere	64.9	67.0	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	83.0	85.0	TBD
American Indian or Alaska Native	0.4	0.5	0.4		96.1	93.7	TBD
Black or African American	10.1	9.7	9.3				
Hispanic or Latino	29.5	29.7	29.6				
Asian or Native Hawaiian/Other Pacific Isl.	22.6	24.0	24.3				
White	37.4	35.9	34.7				
<b>Male</b>	51.0	51.6	50.4				
<b>Female</b>	49.0	48.4	49.6				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2				√		
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			X
Math:				Math:			X
Science:				Graduation Rate:			√
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>				√	√	√	78
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-	-	
Black or African American				X	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				√	√		
Multiracial						-	
Students with Disabilities				X	X		
Limited English Proficient				√	√		
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				6	7	1	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	√		
<b>Overall Score:</b>	72.6			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	√		
School Environment:	7.6			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	W		
School Performance:	13.6			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	39.4						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	12						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Forest Hills High School is a high achieving neighborhood high school. The school is exceeding all similar category schools in our Annual School Report and Quality Reviews. A detailed analysis of the school's academic success indicates that we have met all of our Annual Yearly Progress and are in need of improvement for one target group.

### Implication

Based on our analysis of the data and all relevant findings, the following are implications for our ELA instructional program.

- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of our ELL and Students with disabilities.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting state standards.
- Focus additional instructional time in ELA and Math to incoming ELL and students with disabilities to bolster their skills.
- Investigation of best practices for accelerating the achievement of English Language Learners and students with disabilities in ELA and Math.

An analysis of the findings from a review of quantitative and qualitative data resulted in the determination of the following priorities:

- Improving ELL and students with disabilities' performance in ELA.
- Improve all students' performance in Mathematics.
- Increase the communication with parents in various languages to insure the families are knowledgeable of their child's progress.
- Enhance the effectiveness of current ELL and Students with disabilities program through expanded curriculum resources, instruction and coordination with literacy supports.
- Continue to review procedures for identification, assessment and service delivery for English language learners and revise as necessary to comply with NYS Department of Secondary Education requirements.

- Provide detail data and professional development workshops to identified general educators to enhance Differentiated Methodologies instruction to ELL and Students with disabilities.
- To maximized credits for the lowest third of our students.

Forest Hills High School is a School of excellence located in Forest Hills, New York. The majority of the school's population consists of zoned students from the neighboring Junior High Schools (Russell Sage and Stephen Halsey) as well as various junior high schools in Queens. In order to maintain our standards of excellence, Forest Hills has several specialized programs that allow students to excel in various areas. For students interested in law, they may apply to the Richard Brown Law Program, Law and Humanities Program, and the Public Service Academy. The Medical Biology Program is for students interested in the field of science.

The Carl Sagan Research Program allows students to research and participate in National and International as well as regional Science Fairs. For students interested in business, and The Virtual Enterprise Academy offer students multiple opportunities to explore the world of business first hand. In addition to these exceptional programs, Forest Hills High School has three screened/auditioned programs: The Carl Sagan Science and Math Academy, and The Drama Academy, The Academy of Vocal and Instrumental Music.

In addition to the exceptional specialized programs, Forest Hills has established several affiliations with businesses around New York City for our students to work with. For students interested in Drama, students are introduced to theatre through MTC (Manhattan Theatre Club) and TDF and Lincoln Center. Students not only view a play, but prior to the performance they meet with experts who dissect the play and introduce them to all the essential elements needed to understand the theatre. For students interested in pursuing a career in medicine, Forest Hills has set up internships with various Queens Hospitals. In addition, students in The Richard Brown Law Academy are exposed to the workings of the Queens Criminal court system and are also introduced to the inner workings of trial law division, as well as viewing actual court cases and speaking with both the prosecution and defense attorneys.

The students at Forest Hills High School have benefited from the multitude of these programs. Grade point averages have slowly but steadily increased over the past three years. Our attendance rate continues to remain stable in and around the ninety percentile. The ELL and Students with disabilities are identified and provided academic intervention services on all levels. All at risk ELL students are eligible for Title III classes as well as tutoring throughout the academic year. Forest Hills has established a number of relationships with religious organizations. An outreach program for students at risk has been established with counseling and family social problems are addressed by this effective outreach program.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

*Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.*

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### **GOALS:**

- I. After conducting our needs assessment the SLT and the Principal's Cabinet found that teachers needed to integrate data into every aspect of teaching and learning. As a result, it was decided that by June, 2011 teachers will increase the use of ARIS by 5%.
- II. The needs assessment also showed the need to use technology as an instructional tool to engaged students' learning. Therefore, by June, 2011 the use of technology will be increased by 10% in classroom pedagogy. This will measured through classroom observations.
- III. After reviewing our school report card it was found that our ELL subgroup underperformed for the past five years. As a result, we have made progress for our ELL subgroup a priority goal. By June 2011 credit accumulation of ELL students will be increased by 2% through improved differentiated instruction, alternative means of assessment and support services.
- IV. After conducting our needs assessment, the SLT found that parents' participation and involvement is minimal. As a result, by June 2011 parent school involvement will be increased by 5% to enable parents to better support students' goals and academic achievement throughout the school year.
- V. The needs assessment showed that most teachers do not observe their colleagues. Therefore a policy of inter-visitation of pedagogues will begin. By June 2011 a minimum of forty pedagogues will observe each other.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**GOAL I - School-wide (All Subjects)**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After conducting our needs assessment the SLT and the Principal’s Cabinet found that teachers needed to integrate data into every aspect of teaching and learning. As a result, it was decided that by June, 2011 teachers will increase the use of ARIS by 5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>•Professional Development will provide tools and trainings for all administrators and teachers to streamline, understand and utilize ARIS to inform instruction. (Beginning in September 2010)</li> <li>•Training will be provided during faculty meetings, Inquiry team meetings, common meetings and department meetings in utilizing ARIS data for academic success. Beginning in September 2010)</li> <li>•Teachers will use data collected from informal, formative and summative assessment to inform classroom instruction. (September, 2010 – June, 2011)</li> <li>•Lead teachers will be indentified to assist in this process.</li> <li>•The AP Data Analysis and Pupil Programming and Assessment will be the lead instructor for ARIS.</li> <li>•All Assistant Principals will be responsible.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>•Professional development will be provided during professional development days.</li> <li>•Funding sources: Tax Levy, NYSTL, Title 1 ARRA, TL Data Specialist, and TL Children First Inquiry Team.</li> <li>•.4 teacher- Technology Specialist.</li> <li>•Funding will be used for the purchase and upkeep of the Daedulus system, as well as additional professional development for guidance counselors and support staff in the use of HSST/Stars as well as ARIS and ATS. All guidance counselors and the program office staff will receive state of the art computer to facilitate the use of data in their daily functions.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Observation reports.
- Classroom observations.
- Teacher/Parent/Guidance feedback on the use of data.
- Student academic success in their subject area classes.
- Student awareness of interim goals in their subject area classes.
- Meetings between assistant principals and teachers concerning their goals.
- Student academic success on their state-wide assessments.
- Teacher awareness that there are no “one size fits all” lessons and classes.
- Infusion of the use of technology in all subject area classes.
- The Assistant Principal PPS will review and provide additional data monthly in department meetings. In addition, each counselor will document their use of ARIS by comparing student achievement each marking period (six times per the academic year)
- ARIS class lists are generated at the beginning of the school year and after each marking period.
- Scholarship reports are generated and reviewed after each marking period.
- Modifications in delivery of instruction by teachers after data review

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**GOAL II - School-wide (All Subjects)**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The needs assessment also showed the need to use technology as an instructional tool to engaged students’ learning. Therefore, by June, 2011 the use of technology will be increased by 10% in classroom pedagogy. This will measured through classroom observations.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>•Ongoing professional development for all teachers in the use of smart boards as instructional tool during various school-wide professional development days. Beginning in September, 2010 (ongoing).</li> <li>•Department meetings and department walk-through. Beginning in September, 2010 (ongoing).</li> <li>•Most classrooms will be equipped with a smart board, lap top and wireless internet access.</li> <li>•Demonstration lessons by lead teachers. Beginning in September, 2010 (ongoing).</li> <li>•All teachers.</li> <li>•Training for all pedagogues in the use of ARIS.</li> <li>•Policy of teacher’s “ownership of data”.</li> <li>•Technology overview with the staff on the best practices on the use of data.</li> <li>•School-wide assessment of teachers concerning students and their grades in their subject area classes.</li> <li>•Snapshot observations concerning the use of data in subject area classes.</li> <li>•Increased outreach in different languages for ELL students concerning data.</li> <li>•All observation reports will have a data component.</li> <li>•Data will be used to create assessments to meet the needs of all students.</li> <li>•Continued use of a quadrant sheet in which the teachers will use data to create a differentiated instruction classroom.</li> </ul> <p>Model lessons, peer sharing, shared experiences in departmental meetings. Allocate time for teachers to work together observing each other’s lessons and collaborating on methods and strategies</p>

	<p>Continued Smart Board training  Point person to turn key on-line support services and educational resources/web sites  Department and Faculty to inform staff of available on-line software  E-Chalk  Learn 360  CFN-20 Wiki page  Discovery Streaming</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>•Funding source: TL Levy, NYSTL and a RESO A technology grant.</li> <li>•Professional development during all school-wide PD days.</li> <li>•Circular 6R assignments design to support teachers in the classroom.</li> <li>•.4 teacher position</li> </ul> <p>Tech staff is needed to maintain computers, printers, Smart boards, etc. Funds are needed to operate technology, including Smart board bulbs, Smart board markers, toner, ink cartridges, paper, etc.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Formal and informal classroom observations  During individual teacher conferences, the use of technology will be discussed and noted in written reports.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**GOAL III - School-wide (All Subjects)**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After reviewing our school report card it was found that our ELL subgroup underperformed for the past five years. As a result, we have made progress for our ELL subgroup a priority goal. By June 2011 credit accumulation of ELL students will be increased by 2% through improved differentiated instruction, alternative means of assessment and support services.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>•Utilize data to provide tutoring to address specific needs of students. Beginning in October, 2010 (ongoing).</li> <li>•PM school and ICU’s. Starting in October, 2010 (ongoing).</li> <li>•Saturday school. Starting in February, 2011 (ongoing).</li> <li>•Monitor the quality of professional development to make staff aware of new trends and best practices. Starting in September, 2010 (ongoing).</li> <li>•Common planning time of teachers of Ell students. Starting in September, 2010 (ongoing).</li> <li>•Administrators and teachers will analyze the results of students who failed Regents exams and subject classes and will provide them with an individualized improvement plan based on those results. Starting in September, 2010 (ongoing).</li> <li>•Administrators and teachers will analyze Acuity and NYSTL results to determine students’ needs and plan to dress them. Starting in September, 2010 (ongoing).</li> <li>•Counselors and administrators examine the programming needs of all ELL students to assure that they are programmed properly based on their academic needs.</li> <li>•Assistant Principal Supervision will meet with ELL teachers to support their teaching pedagogy. Starting in September, 2010 (ongoing).</li> <li>•Professional Development by CFN 201 Network. Starting in September, 2010 (ongoing).</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>•Funding source: Title III, Tax Levy, C4E, Title 1 ARRA.</li> <li>•All staff</li> <li>•Kaplan Text Connections</li> <li>•SINI Grant</li> </ul> <p>Additional guidance support will be offered to all ELL students, incorporating the use of a Title III support guidance counselor, as per funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student academic success in ELL and subject area classes.</li> <li>• Student academic success in ELL students on statewide assessments.</li> <li>• Observation reports.</li> <li>• Agendas of faculty and department conferences.</li> <li>• Revised curriculum.</li> <li>• Student academic success on NYSELAT exam.</li> <li>• Increased credit accumulation among ELL students.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**GOAL IV - School-wide (All Subjects)**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>After conducting our needs assessment, the SLT found that parents’ participation and involvement is minimal. As a result, by June 2011 parent school involvement will be increased by 5% to enable parents to better support students’ goals and academic achievement throughout the school year.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>•Whenever possible communication will be bilingual. Starting in September, 2010 (ongoing).</li> <li>•Monthly “meet with Principal” meetings for parents. Starting in October, 2010 (ongoing).</li> <li>•Parent newsletter. Monthly, starting in September, 2010 (ongoing).</li> <li>•Monthly workshop for parents. Starting in September, 2010 (ongoing).</li> <li>•Notification of all school events. Starting in September, 2010 (ongoing).</li> <li>•Voice mail communication will be sent home in parents’ home language. Starting in September, 2010 (ongoing).</li> <li>•Parents will be decision makers in school wide policy. Starting in September, 2010 (ongoing).</li> <li>•Purchase of a new telephone messaging system.</li> <li>•Assistant Principals will attend PA meetings on a rotational basis. Starting in September, 2010 (ongoing).</li> <li>•The guidance counselors and support staff will utilize all data collection systems to fully understand areas of need for all ELL and former ELL students. Group counseling sessions will be scheduled to assist these students and reveal areas of need that require intervention. Such intervention will be provided individually in an effort to achieve greater student success which will result in improved credit accumulation.</li> </ul> <p>IEP Conferences and Planning</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy, Title 1.</li> <li>• Annual budgeting for parental involvement.</li> <li>• Assistant Principals and Teachers will be responsible.</li> <li>• Tax Levy and Title III translation funds to support Chinese, Hebrew, Russian and Spanish translators.</li> <li>• Title III funds to support the ELL Family Information Conference.</li> <li>• Postage for mailings.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Greater involvement and ownership concerning parental involvement.</li> <li>• Feedback from the parents/staff on parental outreach.</li> <li>• E-mails to parents from staff concerning their student's academic success.</li> <li>• Increased mailing to parents from staff.</li> <li>• Communication with parents via all strands of Forest Hills High School community.</li> <li>• Increased English Language Learner parent participation in school events.</li> <li>• Increased ISS parent participation in school events.</li> <li>• Parental awareness of school-wide activities.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**GOAL V- School-wide (All Subjects)**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The needs assessment showed that most teachers do not observe their colleagues. Therefore a policy of inter-visitation of pedagogues will begin. By June 2011 a minimum of forty pedagogues will observe each other.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Assistant Principals will act as turnkey to encourage teachers to observe each other.</li> <li>• Department and Faculty meetings will focus on best practices in every department.</li> <li>• In lieu of standard observation reports, teachers will be encouraged to observe their peers.</li> <li>• Teachers will observe their peers include the common core standard into their lessons.</li> <li>• Common core standards and its implementation will be observed by pedagogues in all strands in the Forest Hills High School community.</li> <li>• Humanities Teachers will be encouraged to observe Math and Science Teachers and vice versa.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy FSF, Title 1 ARRA, Title III, TL Teacher legacy, Children’s First Operating Funds, TL Hold harmless funds.</p> <p>Coverages are needed to cover teachers’ classes when they visit other classes. Per diem funds are needed to cover ESL teachers when they visit other CFN 201 schools.</p> <p>Model lessons, peer sharing, shared experiences in departmental meetings.</p> <p>Allocate time for teachers to work together observing each others lessons and collaborating on methods and strategies</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will submit an inter-visitation report after their class visits. Observation Reports Observation logs Increase in inter-visitation within the academic departments</p>
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## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
<b>K</b>			N/A	N/A				
<b>1</b>			N/A	N/A				
<b>2</b>			N/A	N/A				
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>				50				
<b>10</b>				220				
<b>11</b>				250				
<b>12</b>				170				

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.



**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ol style="list-style-type: none"> <li>1. Tutoring: Small group and /or one to one tutoring five days a week. Periods 1-12 as per teacher C-6 schedule</li> <li>2. Skills Level: Five days a week. Former ELL students/at risk students.</li> <li>3. EDE: Five days a week. Students who failed ELA exams and are at risk of not graduating.</li> </ol>
<b>Mathematics:</b>	
<b>Science:</b>	
<b>Social Studies:</b>	Forest Hills HS offers one on one tutoring during the school day, special Regents preparatory group tutoring in January and June and Advanced Placement group tutoring in May. The latter two occur after school and/or on Saturdays and Sundays. We offer support classes, visualizing global Studies and Visualizing US History, designed for those students who are struggling with these subjects and who are struggling with the New York State Regents. We offer Title III classes to the ELL students in support of of the Global Studies Regents.
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level(s)** 9 – 12      **Number of Students to be Served:** 70 LEP      \_\_\_\_\_ Non-LEP

**Number of Teachers** 10      **Other Staff (Specify)** Guidance Counselors

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP)

students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Forest Hills High School (FHHS) is located 67-01 110<sup>th</sup> Street, Forest Hills, N.Y. 11375. FHHS is a multicultural institution where approximately 3933 students of diverse racial and ethnic groups learn and work in harmony. Approximately 62% of our students come from homes where English is the second language. FHHS's tradition of academic excellence is evidenced by being chosen as a Blue Ribbon School of Excellence. FHHS is a successful learning community due to the dedicated work of administrators, teachers, parents and students.

Forest Hills High School offers a free-standing ESL program serving the needs of the General Education and Special Education ELL population of approximately 312 students. The focus of the program is intensive development of English and academic skills. The program is comprised of 17 classes in ESL (beginning through transitional levels) and 6 English classes. The Beginning ELL students are programmed for 3 periods of ESL a day. The Intermediate ELL students are programmed for 2 periods of ESL per day. The Advanced and Transitional ELL students are programmed for 1 period of ESL and 1 period of English Language Arts per day. Former ELLs are programmed for English Skills classes. There are 18 English Skills classes. ELL students are programmed to take Social Studies classes and Living Environment and Earth Science classes together. The content area classes for ELLs include 10 Social Studies classes, 5 Living Environment and 2 Earth Science classes. For Spanish-speaking ELL students, there are 7 classes in Native Language Arts (Levels I - III). Teachers servicing the ELL students are fully certified. Four teachers teach the ESL classes; 5 teachers teach the Spanish classes; 9 teachers teach the Social Studies classes; 8 teachers teach the ELA classes and 4 teachers teach the Science classes.

The Title III Plan for 2010 – 2011 is a supplemental program that will focus on strategies to achieve the goal stated in the Comprehensive Educational Plan of 2010 – 2011: increase credit accumulation of ELL students through improved differentiated instruction, alternative means of assessment and support services. Another plan's goal is to provide supplemental instruction to assist ELLs in passing all Regents examinations

The Title III program will work with students so they can develop into sophisticated readers and writers while deepening their knowledge through the study and exploration of various themes in American and World Literature. The results of analyzing the ELA Regents indicate that ELL students receive low scores on the Critical Essay/Critical Lens section. The results of analyzing NYSESLAT results indicate that ELL students score lower on the Reading/Writing sections than on the Speaking/Listening sections.

Last year's Title III plan targeted students who failed or who are scheduled to take the ELA Regents in January and June 2009 because in 2008 - 09, Limited English Proficient students did not meet its Adequate Yearly Progress (AYP) in the ELA Regents. In 2009 – 2010, English Proficient students met its AYP in the ELA Regents! To sustain and build on this success, the Title III plan will continue to offer:

#### Themes in American and World Literature

This class will focus on developing the literacy skills building academic vocabulary of ESL students so they can pass the ELA and content area Regents. Students will develop into sophisticated readers and writers while deepening their knowledge through the study and exploration of various themes in American and World Literature, nonfiction and authentic documents. Instructional methods will emphasize the development of the

English Language Arts Learning Standards of New York State: Language for Information and Understanding, Language for Literacy Response and Expression, Language for Critical Analysis and Evaluation and Language for Social Interaction. This class will be team taught by an ESL teacher and English teacher.

To provide support to ELL students in their academic content area classes, the Title III plan offers a class focusing on the Common Core Standards in English Language Arts and Literacy in History/Social Studies. Students will focus their writing on Argument/Opinion, Informative/Explanatory and Narrative as they write research papers in their content area class.

#### Research Methods and Skills

This class will focus on guiding students through the research process so they can pass their content area Regents. Students will learn how to write a thesis statement, conduct appropriate research using various methods including using primary documents found in libraries, internet, interviews, etc. and complete a research paper using the Modern Language Association format.

Classes will be scheduled before and after the student's school day and as part of the FHHS Saturday Academy.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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One of FHHS' professional development goals is to improve scholarship rates for ELL students in all of their subject area classes.

ESL and teachers of ELL students will meet share, collaborate and plan curriculum and instruction for ELLs and work as a study group/inquiry team. FHHS will be supported by their CFN Specialists in the sharing of ESL methodology with content area teachers and re-aligning ESL curriculum to reflect current research.

ESL teachers will create thematic Global Studies curriculum maps that focus on academic language, Tier II words and language functions using alternative texts.

#### **Parent and Community Participation**

Working with the Queens Borough President's Office and the Forest Hills High School Parent Coordinator and PPS Department, FHHS will hold its third annual ELL Family Information Conference. At this conference, families of ELL students will have the opportunity to learn about their child's educational program and special programs at FHHS. Community organizations will be invited to set up tables to provide information ranging from health care to legal services to banking to housing.

Guidance Counselors will work as part of the Extended Day/Weekend Program to provide workshops for families of ELLs.

**Section III. Title III Budget**

**School: Forest Hills High School**

**BEDS Code: 342800011440**

<b>Allocation Amount:</b> \$57,980		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$44,494.72	<p>750 hours of per session for ESL and Content area teachers to teach AM/PM school and Saturday Academy classes, attend professional development and develop curriculum which support ELL students 750 hours x \$49.89 = \$37,417.50</p> <p>70 hours of per session for supervisor to supervise Title III program which supports ELL students: 70 X \$52.21 = \$3,654.70</p> <p>60 hours of per session for teachers to provide workshops at extended day/weekend ELL Parent/Guardian Conference: 60 X \$49.89 = \$2,993.40</p> <p>8 hours of per session for guidance counselor to provide workshops at extended day/weekend ELL Parent/Guardian conference: 8 X \$53.64 = \$429.12</p>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$13,485.28	<p>Title III Classes and Parent Conference Supplies/Materials: \$2,000.28</p> <p>Textbooks for Title III classes: \$8,526</p> <p>Refreshments for Parent Conference: \$2,959</p>
<b>Other</b>	0.00	
<b>TOTAL</b>	\$57,980	



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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 201</b>	District <b>28</b>	School Number <b>440</b>	School Name <b>Forest Hills H.S.</b>
Principal <b>Saul Gootnick</b>		Assistant Principal <b>Sally Li Young</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Martina Grant</b>		Guidance Counselor <b>Maria Caamano</b>	
Teacher/Subject Area <b>Randi Sussman Kim</b>		Parent <b>Fernando Gonzalez</b>	
Teacher/Subject Area <b>Rochelle Casalan</b>		Parent Coordinator <b>Lois Goodman</b>	
Related Service Provider <b>Barbara Cali-Neumann</b>		Other <b>type here</b>	
Network Leader <b>Gerard Beirne</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>15</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>3933</b>	Total Number of ELLs	<b>312</b>	ELLs as Share of Total Student Population (%)	<b>7.93%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see [tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

For newly enrolled students, Pupil Personnel Services (PPS) and the LAB/BESIS Coordinator ensure that ELL students who are entitled to mandated services are identified and enrolled in mandated classes. A PPS staff member meets with new students and parents/guardians. Parents/guardians complete several documents including the Home Language Identification Survey (HLIS). After the completion of the HLIS, they meet with the LAB/BESIS Coordinator who reviews the HLIS. At this meeting, there is an informal oral interview in English and in the native language, and the LAB/BESIS Coordinator determines if the student is mandated to take the LAB-R. The LAB/BESIS Coordinator oversees the administration of the LAB-R and the Spanish LAB for General and Special Education students. The LAB/BESIS Coordinator determines if the student is entitled to English language support based on the student's performance on the LAB-R. The newly enrolled ELL students' parents/guardians are notified of their child's entitlement status. The LAB/BESIS Coordinator holds an orientation/information session for these parents/guardians. At this orientation/information session, parents/guardians watch a video in their native language which informs them of the different ELL programs that are available, receive materials about ELL programs (Transitional Bilingual, Dual Language, Freestanding ESL) in their native language, ask questions about ELL services (with assistance from a translator if necessary), and receive information on New York State Education Department Standards, Assessments, and School Expectations. Parents/guardians complete the Parent Survey and Program Selection Form. If parents/guardians are unable to attend the Orientation/Information Session, a letter is sent home in their native language and also given to the students to bring home asking the parents/guardians to call the LAB/BESIS Coordinator to set up a meeting at their convenience so the parent/guardian can receive the information they need to make a program selection. For all current students, the LAB/BESIS Coordinator reviews the ATS report, RLER, to identify all entitled ELL students in the school and checks the students' programs to ensure that they are enrolled in mandated classes.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

### ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</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					
All ELLs	312	Newcomers (ELLs receiving service 0-3 years)	187	Special Education	55
SIFE	20	ELLs receiving service 4-6 years	84	Long-Term (completed 6 years)	41

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 187	<input type="checkbox"/> 20	<input type="checkbox"/> 6	<input type="checkbox"/> 84	<input type="checkbox"/> 0	<input type="checkbox"/> 15	<input type="checkbox"/> 41	<input type="checkbox"/> 0	<input type="checkbox"/> 18	<input type="checkbox"/>	312
Total	<input type="checkbox"/> 187	<input type="checkbox"/> 20	<input type="checkbox"/> 6	<input type="checkbox"/> 84	<input type="checkbox"/> 0	<input type="checkbox"/> 15	<input type="checkbox"/> 41	<input type="checkbox"/> 0	<input type="checkbox"/> 18	<input type="checkbox"/>	312

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

**C. Home Language Breakdown and ELL Programs**

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

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
Albanian														0
Yiddish														0
Other														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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	34	20	24	103
Chinese										9	26	30	20	85
Russian										22	21	17	10	70
Bengali										0	2	1	2	5
Urdu										1	0	0	1	2
Arabic										2	2	2	1	7
Haitian														0
French										0	1	0	1	2
Korean										1	1	3	0	5
Punjabi										0	1	3	2	6
Polish										0	0	1	1	2
Albanian										1	0	1	0	2
Other										5	9	6	3	23
<b>TOTAL</b>	<b>0</b>	<b>66</b>	<b>97</b>	<b>84</b>	<b>65</b>	<b>312</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

The FHHS LAP ensures: ELL students receive an educational program that has academic rigor; the implementation of explicit English as a Second Language and English Language Arts instruction that is aligned to the New York State learning standards; and that the program is staffed by high-quality teachers of ELL students.

FHHS offers a free-standing ESL program serving the needs of the General Education and Special Education ELL population of approximately 379 students. The focus of the program is intensive academic English language development and academic content skills. All ELL students receive the New York CR Part 154 mandated number of instructional minutes according to proficiency levels in a free standing ESL program. ESL classes are ungraded and homogeneous. The program is comprised of 17 classes in ESL (beginning through transitional levels) and 6 English classes and 18 English Skills classes. Each period is 45 minutes. The Beginning ELL students are programmed for 3 periods of ESL a day. The Intermediate ELL students are programmed for 2 periods of ESL per day. The Advanced

and Transitional ELL students are programmed for 1 period of ESL and 1 period of English Language Arts per day.

In Social Studies, ELL students are in content classes together in Global Studies I, Global Studies II, American History and Participation in Government/ Economics. These classes are graded and heterogeneous. In Science, ELL students are together in Living Environment and Earth Science classes. These classes are graded and heterogeneous. ELL students take Math classes with the general population. In English, there are the ELA classes for ELL students required under CR Part 154. ELL students who test out of ESL are in an English Skills class until they demonstrate mastery to move onto a “mainstream/regular” English class. The curriculum is similar to that of a mainstream class. The English teacher continues the task of skills building and a more concentrated analysis of literature.

At the beginning of the school year, long term ELLs are identified for ESL and content area teachers in order for them to differentiate instruction in their classes. At the beginning of the school year, the ATS report RYOS, which is the ELL Years of Service Report is e-mailed to all teachers and guidance counselors. Using this report, teachers and guidance counselors identify the long term ELLs in their classes and in their caseloads. With this information, teachers differentiate instruction for the long term ELLs and in addition, ESL teachers provide them additional NYSESLAT preparation.

Guidance Counselors provide long term ELLs and SIFE students with additional counseling services. They meet with long term ELLs and SIFE students after each marking period to review their report card. Guidance Counselors also meet with the AP PPS to review the progress of long term ELLs and SIFE students in their caseload.

Guidance Counselors identify ELL students who need additional support and register them for supplemental classes. Long term ELLs and SIFE students are a priority to enroll in the Title III Supplemental Program and Title III Supplemental Summer Program. The Title III Supplemental Program has an AM class and a PM class so long term ELLs and SIFE students can either attend the class before or after their regular school day. A Title III Supplemental class is also offered on Saturday. The Supplemental Summer Title III Program is held in July and August. In these classes, long term ELLs and SIFE students receive instruction to accelerate their achievement in ELA and to prepare them for NYSESLAT.

ELLs identified as having special needs are placed according to New York CR Part 154 mandated number of instructional minutes according to proficiency levels in a free standing ESL program as well as having Alternate placement (language paraprofessional working with them). Tutoring services are available to these students. Former ELLs and long-term ELLs having special needs remain with their alternate placement paraprofessionals and are also offered tutoring services.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



English teacher continues the task of skills building and a more concentrated analysis of literature. Former ELL students and Long Term ELLs are eligible for one on one tutoring and/or small group tutoring from an English teacher.

### Social Studies

In Social Studies, ELL students are in content classes together in Global Studies I, Global Studies II, American History and Participation in Government/ Economics. These classes are graded and heterogeneous by language level. This presents the teacher with both the challenge of having level 1s and 4s in the same class, as well as the opportunity to have unique grouping by language. Last year, there was an intensive focus to help ELL students achieve success on their Regents exams. Teachers received special training and were given common planning time to develop strategies that would work with this population. In June 2010, the pass rate on the Global Studies Regents was 71%, 5 point higher than the previous year. It is interesting to note that while we encourage students to take the exam in their own language when available, far fewer did in June 2010 than did so the year before, dropping from 64 to 24. This could be an anomaly, based on the desires of a certain student population or may be a result of the vocabulary and other classroom work done by the teachers. The results on the US History Regents also improved markedly in two ways. The pass rate went from a troubling 49% (which was one of the main reasons for the focus) to 73%. These same students (with the exception of the few who passed the NYSCLAT in June 2009) took the Global Regents the previous year and had a 66% pass rate. So there was general improvement from year to year, but also a clear jump in skills for the ELL cohort.

This year, Social Studies Department will continue the practices put in place last year and build on the successes. Inquiry teams have begun to delve into the question and will have some of their focus on ELL classes/ students. Teachers will continue to be trained in techniques that work with ELL students, have common planning time when possible and complete intervisitations. Students will be focused more on writing and will take part in the monthly department wide assessments planned throughout the year. Special texts and teacher materials were purchased last year and are available for teacher use. Former and Long –Term ELLs are identified for all teachers via ARIS and ATS. Teachers are asked to develop a plan for these students to assist them with their continued language acquisition. Tutoring is offered, and support materials made available.

### Mathematics

ELL students take Math classes with the general population. Teachers were trained on ARIS so that they may identify the ELL students in their class. Glossaries are prepared for students who need them and are in the math office. Whenever possible, teachers encourage students to sit next to students who can help them in the math classes that are all taught in English. Furthermore, when possible, student who speaks very little English are programmed for a staff member who may speak the other language. Two teachers are fluent in Russian, several fluent in Mandarin and one fluent in Hebrew. Teachers are working on differentiating instruction so that ELL's can benefit. An example of this: The AP Supervision has prepared power point lessons for every single topic in Algebra, Geometry and Algebra2/Trig. ELL students respond very well to things visually – which is how power points help. Most teachers use power points and smart software in their class rooms. In fact, strategies that were initially devised to help our ELL students have been very successful with all of our students.

Furthermore, these technology resources are posted on the Math Department page of the Forest Hills High School Website. Although the Mathematics department has met AYP for the past six years with regard to ELL students, our goal is to ensure that this remains. Vocabulary pertinent to the mathematics lesson is also discussed with students, once again, this is a technique helpful to our ELL population and our entire population. This coming year, the Math Department will examine which ELL populations require the most academic intervention. The AP Supervision will work with the Data AP and the LAB/BESIS Coordinator for information on who has tested out of the ELL program as well as identifying the type of ELL prior to Regents exams being administered.

Students are encouraged to take the Integrated Algebra exam in their native language if they choose. Several students elect to do this, and for those who do so, the results are good. Some students do not take the exam in an alternative language. This is for two reasons. The exam is only given by the State in seven languages other than English- Russian, Spanish, Chinese, Korean, and Haitian Creole. We have students who have other native languages and therefore can't request an exam. This is a major obstacle in a school with about 64 languages spoken. There are also a few who can take it in an alternative language, but chose to take the exam in English.

Alternative language exams are not available in Geometry and Algebra2/Trig. Students may use a glossary; however, glossaries are not available in all languages. When possible, we try and get a staff member to translate exams for which glossaries are not available. ELL students opted to take the Integrated Algebra examination in their native language. With regard to overall achievement, the ELL population does not perform differently than the general education population on the Integrated Algebra examination, Geometry Exam or the Algebra2/Trig exam. However, according to data on Aris, there were fewer ELL's taking the next level examinations. The math exams are new; we have been administering Algebra since June 2008, Geometry since June 2009 and Algebra2/Trig since June 2010 and will continue to look at this trend.

While looking at the report for former ELLs' performance on Regents exams, the percentage of ELLs taking the exam increased on the higher level exams. Perhaps the ELL students who tested out of ELL pursued the higher level exams. This will be looked at this coming year. The goal of the mathematics department is to encourage all students to pursue math classes beyond Algebra. List of Former ELLs will be examined to determine needed academic intervention.

## Science

### Living Environment

A total of 122 ELL students took the June 2010 Living Environment Regents exam, which represents 16% of the total population that took the exam. The pass rate for ELL students (65+) was 70%. Students who achieved a local diploma score of 55-64 was 15%. And the fail rate (below 55) was 16%. All four of the students who took the exam in a translated version passed – a 100% pass rate. This indicates that students who take the exam with a translated version will have a higher success rate. Having both the English and translated version on their desks provides students with a greater advantage to succeed. Therefore, all teachers will inform and encourage ELL students to request both versions of the exam.

In order to address the specific needs of our ELL population taking the Living Environment course, we are continuing to segregate these students to place them in a foreign language Living Environment class with a 2-year sequence. The population that takes Living Environment is in transition from middle school to high school. Allowing these students 2 years to complete the course curriculum provides students with more time to learn both science concepts and language skills, while adjusting to a new school environment. There are a total of 142 students in 5 foreign language Living Environment classes. ELL Science Teachers will form an inquiry team to research effective strategies that will address the unique needs of ELL students. This research will allow teachers to provide differentiated instruction to their students.

### Earth Science

A total of 75 ELL students took the June 2010 Earth Science Regents exam, which represents 15% of the total population that took the exam. The pass rate for ELL students (65+) was 56%. Students who achieved a local diploma score of 55-64 was 13%. And the fail rate was 31%. Translated versions of the exam are not offered.

The pass rate for these students is in need of improvement. Therefore, ELL students were segregated for the first time, into two foreign language Earth Science classes, which follow a one-year course sequence. Our total population for ELL Earth Science is 59 students. ELL Science Teachers will form an inquiry team to research effective strategies that will address the unique needs of ELL students. This research will allow teachers to provide differentiated instruction to their students.

### Chemistry

A total of 35 ELL students took the June 2010 Chemistry Regents exam, which represents 9% of the total population that took the exam. The pass rate for ELL students (65+) was 77%. Students who achieved a local diploma score of 55-64 was 11.5%. And the fail rate was 11.5%. Translated versions of the exam are not offered.

## Foreign/World Languages

Most students who are in the ESL program (English as the Second Language) do not have space in their program to include a foreign language class, since they are required to take two English classes (one ESL and one English class). This means that the number of ELLs in regular Spanish, French or Italian classes is low. To provide these students with an opportunity to take a class in the World/Foreign Language Department, the Spanish (native track), Chinese and Russian classes are exclusively for native students, irrespective of their ESL status (many of them have tested out of ESL in previous years). Most students in the Hebrew class are also native speakers. Translation into English is avoided in the Foreign Language classes, and the frequent use of visuals and interactive situations allows ELLs to follow the classes without significant difficulties. The language class helps ELLs complete gaps or enrich their vocabulary in English.

Native language arts are a linguistic reinforcement that benefits ELLs. A deep knowledge of their first language facilitates the acquisition of a second language (in this case, English). There is a clear correspondence between students in the highest levels of Spanish, Chinese or Hebrew, and a higher performance in the English-based classes like Social Studies or Science, not only because these students are academically stronger but also because their command of linguistic structures is sounder. Therefore, the Foreign/World Language Department plans on strengthening the native language programs.

Many former ELLs take the Regents exams in their native language (whether the State Regents exams or the Regents exams in Languages Other Than English offered by the City of New York), and thus be able to obtain an Advanced Regents Diploma.

## Health/Physical Education

The data for Health & Physical Education indicates that in June 2010, there was an overall passing rate of 85.01%. However, ELLs only

had a passing rate of 74.90%. This will be addresses in several ways. All Health & Physical Education teachers will use ARIS to identify the ELL students in their classes. Using ARIS will also help us identify the reason for the failure which will better help us address the needs of our students. Health teachers are forming an inquiry team to discuss differentiated instruction with this group of students. In all of classes, there is an attempt to pair up a student with another student who speaks their language. ELL students will be monitored and there will be monthly discussions at department meetings.

No new programs and no programs will be discontinued for the upcoming new year. The ESL course of study will improve with the implementation of Global Studies Theme/ESL Curriculum Maps.

A Title III summer program for ELL students is offered to support ELL students new to FHHS and current ELL students. This program investigated the Social Studies theme of the immigrant experience in NYC and their contributions to NYC. Through this course, students read and analyzed literature and historical documents on the immigrant experience; learned and utilized computer applications (Word, Excel and PowerPoint); developed a portfolio of work including written papers and documents, art projects (visual art and music); and created a PowerPoint Presentation based on their research and summer experience. Field trips to New York City cultural institutions and walking tours of neighborhoods enriched the students' New York City experience. Students will learn writing skills that they can apply to all content area classes and Regents Examinations.

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff: One of FHHS's professional development goals is to improve scholarship rates for ELL students in all of their subject area classes. FHHS has high-quality teachers of ELLs and supports teachers as life-long learners by providing them with high-quality professional development.

CFN 201 will provide professional development and support to ESL teachers as they implement Global Studies Theme/ESL curriculum maps for ESL classes and to Social Studies and Science teachers of ELLs.

To comply with the minimum of 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P., all teachers receive professional development on ELL training during Faculty and Department Meetings. Time during content area department meetings will devoted to addressing the needs of ELL students. The Pupil Personnel Services

PPS

In order to assist FHHS achieve the goal of increased scholarship and graduation rates for ELL and former ELL students, the APPPS will discuss outreach strategies at monthly guidance department meetings; form an Inquiry Team to work with CFN 201 James Bao to identify and focus on all at risk cohort students ; attend CFN staff development to increase guidance counselors' skill set in serving ELL students and their families.

## English

In order to assist FHHS in their goal to improve scholarship rates for ELL students, the A.P. of English will discuss teaching strategies at monthly department meetings; have ELL teachers turn key best practices for teachers of ELL transition “skills” classes; model lessons during city wide staff development says in November and June; have teachers participate in professional development sponsored by CFN 201; assist all English teachers prepping ELL students for the new one day ELA exam in January 2011; and assemble an inquiry team to work with James Bao to identify all at risk cohort students.

## Social Studies

A. P. of Social Studies will build on the work started last year. Social Studies ELL teachers received training last year and will continue to receive training on methods to help them address the needs of their ELL students. The teachers are grouped and work as grade level teams, meeting to discuss methodology, discussing issues arising in their classes and completing intervisitations to share best practices. To facilitate the development of curriculum, sharing of best practices and interdepartmental collaboration, teachers will also complete interdisciplinary intervisitations of English and ESL teachers. The Social Studies department will also continue to assist the ESL teachers to assist in the development of thematic ESL curriculum units to support the development of academic language and content. All teachers receive professional development on ELL training during Faculty and Department Meetings.

## Science

A. P. of Science will also utilize a professional development day to provide teachers with material that will assist them in teaching science to ELL students. Intervisitation between ELL Science teachers and ESL teachers will also be encouraged. All science teachers will be given ELL training during monthly departmental meetings. ELL strategies for teaching Science will be discussed.

## Math

AP of Math will ask teachers to identify ELL students via the use of ARIS. AP of Math will continue to provide professional development on best practices for conveying information to ELL students. Glossaries will be made available for classroom instruction and for examinations.

## E. Parental Involvement

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

Understanding that parents/guardians are important partners in a child’s education, one of FHHS’s goals is to promote the role of parents as active partners in their child’s education. Correspondence specific to FHHS is done in Chinese, Hebrew, Russian and Spanish.

Translation funds are used for translators for parent meetings, workshops and conferences. Telephone calls are made in Chinese, Hebrew, Russian and Spanish.

Though parent/guardian involvement of ELL students is encouraged, their participation is limited due to their personal, financial and family responsibilities.

For assistance, we recommend the following Local CBO’s:

Queens Community House

Lost Battalion Hall

Central Queens YM-YWHA

Bukharian Teen Lounge

SAYA - South Asian Youth Association

Local Public Libraries for parent programs (Jamaica Main Branch is open 7 days a week).

Additionally, the guidance counselors work with the following agencies to assist parents and students:

Afghan Immigrant Islamic Center in New York (family & housing)

Riverside Adult Learning Center (employment & social)

Armenian Cultural Association (employment & housing)

Korean American Association of Flushing (employment & language)  
 Asian American Mental Health Services (mental health counseling)  
 Chinese American Planning Council (multi-service)  
 Chinese Immigrant Services/Auntie Wu's Hotline (Acculturation & Family)  
 Chinese Parent's Association of Queens, Inc. (Acculturation)  
 Hellenic American Neighborhood Action Comm., Inc. (Greek multi-service)  
 St. Demetrios Church of Astoria  
 Haitian Americans United for Progress (multi-service)  
 Federation of Italian-American Societies of Queens (social & immigration)  
 National Council of Women of Ecuador  
 Polonians Organized to Minister to our Community (multi-service)  
 Russian Service Center for Russian Immigrants (multi-service)  
 Jewish Community Council of the Rockaways (social services and information & referral)  
 Committee for Hispanic Children & Families  
 Queens Borough President/Queens College Translation Center  
 Legal Aid Society - Immigration Counselor  
 Victim Services Agency/Travelers Aid  
 The Door  
 Covenant House  
 Central Queens Y  
 Queens Community House  
 Catholic Charities  
 Bukharian Teen Lounge

To address their specific needs, Forest Hills H.S. ELL parents are invited to an information fair every year. Working with the Queens Borough President's Office and the Forest Hills High School Parent Coordinator and PPS Department, FHHS holds an annual ELL Family Information Conference. At this conference, families of ELL students have the opportunity to learn about their child's educational program and special programs at FHHS. Dozens of community organizations are invited to set up tables to provide information ranging from health care to legal services to banking to housing.

The parental outreach activities address the needs of the parents of ELLs. The needs of the parents are evaluated during the intake process by the LAB/BESIS coordinator, the guidance counselors and during the interview process by the AP PPS.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7	10	7	3	27
Intermediate(I)										19	49	42	36	146
Advanced (A)										31	27	26	20	104
Total	0	0	0	0	0	0	0	0	0	57	86	75	59	277

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	5	6	4
	I										3	31	32	31
	A										19	35	21	10
	P										21	29	24	22
READING/ WRITING	B										4	12	7	6
	I										17	52	40	28
	A										23	32	24	28
	P										0	4	12	5

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	113		42	
Math <u>Algebra</u>	32	152	21	101
Math <u>Geometry</u>	54		49	
Biology				
Chemistry	9		7	
Earth Science	33		18	
Living Environment	83		41	
Physics				
Global History and Geography	145	34	104	24
US History and Government	120	28	110	23
Foreign Language		740		726
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

LAB-R and NYSESLAT data indicates that students score lower in the reading and writing sections of exams. Scores are given to ESL teachers so they can differentiate instruction. A focus on reading and writing is in all ESL level classes. To address the Common Core Standards, all classes will focus on the argumentative essay. Supplemental classes are created that focus on reading and writing literature and content area texts.

For detailed instructional plans based on scholarship and Regents results in the academic content area, see response to Programming and Scheduling section of the LAP.

FHHS LAP addresses the ELL directives by “ensuring that all ELL students are engaged in rigorous academic activities that promote conceptual and linguistic development in all disciplinary areas”.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

#### **Part A: Needs Assessment Findings**

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

The ATS Report, RHLA , is generated and reviewed to determine the home languages of students. Administrators, supervisors, teachers, PPS staff, deans, the Parent Coordinator and LAB/BESIS Coordinator are surveyed to determine the most common home languages of our students. The school collects data (Home Language Survey) 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.

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

Based on ATS report, 59 languages including English are identified as home languages. The primary languages are English, Spanish, Russian and Chinese. These languages, including English, account for over 81% of FHHS family households: English 38%, Spanish 21%, Russian 14% and Chinese 8%. This information is shared with the Principal's Cabinet, School Leadership Team, UFT Consultative Council and the PTA.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school provides written translation of school specific documents that contain critical information regarding a student's education in Spanish, Russian, Hebrew and Chinese. These documents are made available at the same time the English documents are available to parents/guardians. All written translation is provided in house by school staff.

The school provides parents with written translated documents provided by central NYCDOE.

In addition, the school provides written translation of school specific documents that contain critical information regarding a student's education in Spanish, Russian and Chinese. These documents are made available at the same time the English documents are available to parents/guardians. All written translation is provided in house by school staff.

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

The school provides oral interpretation services to parents/guardians who communicate in Chinese, Hebrew, Russian and Spanish. Chinese, Hebrew, Russian and Spanish translators are available for parent/guardian meetings. Chinese, Hebrew, Russian and Spanish speaking staff members make phone calls to arrange meetings and to inform parents/guardians of their child's progress in school. The oral interpretation and parent/guardian outreach are conducted in-house by school staff.

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

The school posts at the primary entrance a sign in the most prominent languages indicating the availability of interpretation services available to parent/guardians.

The school safety plan contains procedures for ensuring that parents/guardians in need of language access services are not prevented reaching the school's administrative offices due to language barriers.

The school obtains from the Translation and Interpretation Unit a translation of signage and forms for parents of more than 10% of the children who speak a primary language that is not English or a covered language.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		1,537,022	1,537,022
2. Enter the anticipated 1% set-aside for Parent Involvement:		15,370	15,370
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100  

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **Title I Parent Involvement Policy and Parent-School Compact for Forest Hills High School 28Q440**

#### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Forest Hills 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 our school and the families. Forest Hills High 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 Advisory Council, as trained volunteers and welcomed members of our school community. Forest Hills High School will support parents and families of all students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Forest Hills High School Title I Parent Involvement Policy, parents of all 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, Forest Hills High School will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school

environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- 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 Title I Parent Annual 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; and
- 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.

**Forest Hills High School will further encourage school-level parental involvement by:**

- hosting educational family events/activities during the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association;
- Establishing a Parent Resource Center for parents.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school calendar designed to keep parents informed about school activities.

## **Section II: School-Parent Compact**

Forest Hills 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. Forest Hills High School staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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 home visits 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; and
- 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:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year;

**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 with 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;

**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. I will also:
  - 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 Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child;

**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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by The School Leadership Team on TBA\_\_.

This Parent Involvement Policy was updated on TBA\_\_\_\_\_.

The final version of this document will be distributed to the school community on TBA and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please see sections IV, V and VI for a complete needs assessment. Review will also take place in weekly cabinet meetings, monthly department meetings and school wide meetings. Faculty members are expected to disaggregate and analyze data on a regular basis. In addition, the Inquiry Team meets biweekly to discuss the needs of particular students in the broad scope of the entire school (macro-micro comparison). Students, who did not achieve Level 3 or 4 on any of the 5 required Regents for graduation, are placed in Regents review classes. We revisit our programming every year to insure that we assess the needs of our school and students and incorporate courses and design components that meet the needs of our population. Tutoring programs are available during and after school.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Please refer to the School-wide Goals and Action Plans.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.  
In order for Forest Hills High School to increase the amount of learning time we offer PM and AM school, Credit Recovery Program (ICU'S), Saturday Program and Summer School.
- Help provide an enriched and accelerated curriculum.  
We offer various AP classes, College Now and Honor classes in most subjects.
- Meet the educational needs of historically underserved populations.  
All Forest Hills High School programs meet the needs of all students specially the targeted groups.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.  
We continue to provide a program that addresses the needs of low achieving students, our Guidance Counselors consistently monitor progress, we hold case conferences, assemblies, and the Attendance Team monitors these students and referrals are made to our At-Risk Intervention Team and Guidance Counselors.

3. Instruction by highly qualified staff.

100% of our staff is highly qualified. The 10% of Title 1 Funding is used effectively throughout the year by offering professional development continue in order to cultivate their development as educators.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

From the onset of the school year, teachers and staff receive professional development in specific subject area, across the curriculum, across grade levels, and in school-wide concerns. Some teachers have common meeting time scheduled into their programs; they meet weekly for Subject Area Team Meeting. First year teachers have mentors as well as informal "buddies." Teachers that need to complete their masters are encouraged to do so in a timely fashion. Vacancies are filled by teachers who are knowledgeable in their content area and who have the necessary credentials. In addition, there are informal observations, formal observations, intervisitations and Walk-throughs.

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

Strategies to attract high-quality teachers include attendance at NYCDOE fairs, working closely with the Director of Human Resources, collaborating with teaching colleges, having student teachers, promoting effective learning environments, maintaining a positive school climate, offering meaningful professional development, supporting best practices, encouraging teacher leadership, and being supportive to staff and their needs.

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

To attract and interest more parental involvement we offer parent workshop covering topics such as graduation, the college process, Regents and credit accumulation, and monthly "meet the Principal"

meetings. Translation services are always available for parents. At all meetings we ask for parental inputs and suggestions on how to improve our school performance and student achievement. We provide clear communication with parents so we can create a purposeful relationship and have the opportunity to learn about their expectations and needs.

7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

During the school year, teachers receive data from a variety of sources and during department meeting the results are discussed. Assistant Principals ask for teachers' inputs and suggestions on how to improve our student achievement and school performance. The inputs and suggestions are used to determine departmental needs, Academic Intervention Services, small group instructions, one-on-one tutoring, implementation of differentiated instruction, and curriculum development.

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Academic Intervention Services, Saturday Program, PM and AM school, Credit Recovery Program (ICU's), independent studies and After School Tutoring are offered to address these needs.

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

### *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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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 Program 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with

disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (☑)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (☑) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (☑)	Page #(s)
Title I, Part A (Basic)	Federal			☑			
Title I, Part A (ARRA)	Federal	☑			1,537,022	☑	14-23
Title II, Part A	Federal			☑			
Title III, Part A	Federal		☑				
Title IV	Federal			☑			
IDEA	Federal		☑				
Tax Levy	Local			☑			

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

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

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
We currently have 6 students in temporary houses.
2. Please describe the services you are planning to provide to the STH population.  
All students who are in temporary houses are provided with the following:
  - Metro card
  - Free school meals
  - One-on-one guidance sessions
  - Their attendance and scholarship is carefully monitored by their Guidance Counselor and Attendance Teacher.
  - Guidance Counselors and Social workers help these students navigate the school.
  - They are all provided with free gym uniforms and locks.
  - College Guidance Counselors provide help and guidance in applying for colleges and scholarship to these students.

### **Part A: FOR TITLE I SCHOOLS**

3. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

4. Please describe the services you are planning to provide to the STH population.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Forest Hills High School					
<b>District:</b>	28	<b>DBN:</b>	28Q440	<b>School</b>		342800011440

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.8	90.7	89.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	1	0	0				
Grade 8	0	0	0				
Grade 9	840	1026	872				
Grade 10	1025	981	1118				
Grade 11	917	955	971				
Grade 12	857	894	951				
Ungraded	2	2	0				
<b>Total</b>	<b>3642</b>	<b>3858</b>	<b>3912</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.9	94.4	95.4

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	21.9	40.4	50.7

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	26	26

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	117	99	63

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	136	156	126	Principal Suspensions	233	217	194
# in Collaborative Team Teaching (CTT) Classes	75	72	140	Superintendent Suspensions	11	7	5
Number all others	134	165	152				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	469	823
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	186	185	187
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	50	50	39
# receiving ESL services only	321	329	TBD	Number of Educational Paraprofessionals	3	3	21
# ELLs with IEPs	30	52	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	83	38	237	% fully licensed & permanently assigned to this school	99.5	100.0	98.4
				% more than 2 years teaching in this school	80.1	79.6	83.4
				% more than 5 years teaching anywhere	64.9	67.0	71.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	85.0	90.4
American Indian or Alaska Native	0.5	0.4	0.5	% core classes taught by "highly qualified" teachers	96.1	93.7	98.5
Black or African American	9.7	9.3	8.9				
Hispanic or Latino	29.7	29.6	29.3				
Asian or Native Hawaiian/Other Pacific	24.0	24.3	26.2				
White	35.9	34.7	34.9				
<b>Male</b>	51.6	50.4	49.3				
<b>Female</b>	48.4	49.6	50.7				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: X
Science:	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	78
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-
Black or African American				X	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial						-
Students with Disabilities				X	X	
Limited English Proficient				v	v	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				6	7	1

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	70.3	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	6.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	15.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	40.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	7.5					

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

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 201</b>	District <b>28</b>	School Number <b>440</b>	School Name <b>Forest Hills H.S.</b>
Principal <b>Saul Gootnick</b>		Assistant Principal <b>Sally Li Young</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Martina Grant</b>		Guidance Counselor <b>Maria Caamano</b>	
Teacher/Subject Area <b>Randi Sussman Kim</b>		Parent <b>Fernando Gonzalez</b>	
Teacher/Subject Area <b>Rochelle Casalan</b>		Parent Coordinator <b>Lois Goodman</b>	
Related Service Provider <b>Barbara Cali-Neumann</b>		Other <b>type here</b>	
Network Leader <b>Gerard Beirne</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>15</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>3933</b>	Total Number of ELLs	<b>312</b>	ELLs as Share of Total Student Population (%)	<b>7.93%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

For newly enrolled students, Pupil Personnel Services (PPS) and the LAB/BESIS Coordinator ensure that ELL students who are entitled to mandated services are identified and enrolled in mandated classes. A PPS staff member meets with new students and parents/guardians. Parents/guardians complete several documents including the Home Language Identification Survey (HLIS). After the completion of the HLIS, they meet with the LAB/BESIS Coordinator who reviews the HLIS. At this meeting, there is an informal oral interview in English and in the native language, and the LAB/BESIS Coordinator determines if the student is mandated to take the LAB-R. The LAB/BESIS Coordinator oversees the administration of the LAB-R and the Spanish LAB for General and Special Education students. The LAB/BESIS Coordinator determines if the student is entitled to English language support based on the student's performance on the LAB-R. The newly enrolled ELL students' parents/guardians are notified of their child's entitlement status. The LAB/BESIS Coordinator holds an orientation/information session for these parents/guardians. At this orientation/information session, parents/guardians watch a video in their native language which informs them of the different ELL programs that are available, receive materials about ELL programs (Transitional Bilingual, Dual Language, Freestanding ESL) in their native language, ask questions about ELL services (with assistance from a translator if necessary), and receive information on New York State Education Department Standards, Assessments, and School Expectations. Parents/guardians complete the Parent Survey and Program Selection Form. If parents/guardians are unable to attend the Orientation/Information Session, a letter is sent home in their native language and also given to the students to bring home asking the parents/guardians to call the LAB/BESIS Coordinator to set up a meeting at their convenience so the parent/guardian can receive the information they need to make a program selection. For all current students, the LAB/BESIS Coordinator reviews the ATS report, RLER, to identify all entitled ELL students in the school and checks the students' programs to ensure that they are enrolled in mandated classes.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual</b>														0

<b>Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</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					
All ELLs	312	Newcomers (ELLs receiving service 0-3 years)	187	Special Education	55
SIFE	20	ELLs receiving service 4-6 years	84	Long-Term (completed 6 years)	41

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

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 187	<input type="checkbox"/> 20	<input type="checkbox"/> 6	<input type="checkbox"/> 84	<input type="checkbox"/> 0	<input type="checkbox"/> 15	<input type="checkbox"/> 41	<input type="checkbox"/> 0	<input type="checkbox"/> 18	<input type="checkbox"/> 312	
Total	<input type="checkbox"/> 187	<input type="checkbox"/> 20	<input type="checkbox"/> 6	<input type="checkbox"/> 84	<input type="checkbox"/> 0	<input type="checkbox"/> 15	<input type="checkbox"/> 41	<input type="checkbox"/> 0	<input type="checkbox"/> 18	<input type="checkbox"/> 312	

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

**C. Home Language Breakdown and ELL Programs**

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	34	20	24	<b>103</b>
Chinese										9	26	30	20	<b>85</b>
Russian										22	21	17	10	<b>70</b>
Bengali										0	2	1	2	<b>5</b>
Urdu										1	0	0	1	<b>2</b>
Arabic										2	2	2	1	<b>7</b>
Haitian														<b>0</b>

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French										0	1	0	1	2
Korean										1	1	3	0	5
Punjabi										0	1	3	2	6
Polish										0	0	1	1	2
Albanian										1	0	1	0	2
Other										5	9	6	3	23
<b>TOTAL</b>	<b>0</b>	<b>66</b>	<b>97</b>	<b>84</b>	<b>65</b>	<b>312</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

The FHHS LAP ensures: ELL students receive an educational program that has academic rigor; the implementation of explicit English as a Second Language and English Language Arts instruction that is aligned to the New York State learning standards; and that the program is staffed by high-quality teachers of ELL students.

FHHS offers a free-standing ESL program serving the needs of the General Education and Special Education ELL population of approximately 379 students. The focus of the program is intensive academic English language development and academic content skills. All ELL students receive the New York CR Part 154 mandated number of instructional minutes according to proficiency levels in a free standing ESL program. ESL classes are ungraded and homogeneous. The program is comprised of 17 classes in ESL (beginning through transitional levels) and 6 English classes and 18 English Skills classes. Each period is 45 minutes. The Beginning ELL students are programmed for 3 periods of ESL a day. The Intermediate ELL students are programmed for 2 periods of ESL per day. The Advanced and Transitional ELL students are programmed for 1 period of ESL and 1 period of English Language Arts per day.

In Social Studies, ELL students are in content classes together in Global Studies I, Global Studies II, American History and Participation in Government/ Economics. These classes are graded and heterogeneous. In Science, ELL students are together in Living Environment and Earth Science classes. These classes are graded and heterogeneous. ELL students take Math classes with the general population. In English, there are the ELA classes for ELL students required under CR Part 154. ELL students who test out of ESL are in an English

Skills class until they demonstrate mastery to move onto a “mainstream/regular” English class. The curriculum is similar to that of a mainstream class. The English teacher continues the task of skills building and a more concentrated analysis of literature.

At the beginning of the school year, long term ELLs are identified for ESL and content area teachers in order for them to differentiate instruction in their classes. At the beginning of the school year, the ATS report RYOS, which is the ELL Years of Service Report is e-mailed to all teachers and guidance counselors. Using this report, teachers and guidance counselors identify the long term ELLs in their classes and in their caseloads. With this information, teachers differentiate instruction for the long term ELLs and in addition, ESL teachers provide them additional NYSESLAT preparation.

Guidance Counselors provide long term ELLs and SIFE students with additional counseling services. They meet with long term ELLs and SIFE students after each marking period to review their report card. Guidance Counselors also meet with the AP PPS to review the progress of long term ELLs and SIFE students in their caseload.

Guidance Counselors identify ELL students who need additional support and register them for supplemental classes. Long term ELLs and SIFE students are a priority to enroll in the Title III Supplemental Program and Title III Supplemental Summer Program. The Title III Supplemental Program has an AM class and a PM class so long term ELLs and SIFE students can either attend the class before or after their regular school day. A Title III Supplemental class is also offered on Saturday. The Supplemental Summer Title III Program is held in July and August. In these classes, long term ELLs and SIFE students receive instruction to accelerate their achievement in ELA and to prepare them for NYSESLAT.

ELLs identified as having special needs are placed according to New York CR Part 154 mandated number of instructional minutes according to proficiency levels in a free standing ESL program as well as having Alternate placement (language paraprofessional working with them). Tutoring services are available to these students. Former ELLs and long-term ELLs having special needs remain with their alternate placement paraprofessionals and are also offered tutoring services.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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





programmed in an English class together. ELL students who test out of ESL (former ELLs) are in an English Skills class until they demonstrate mastery to move onto a “mainstream/regular” English class. The curriculum is similar to that of a mainstream class. The English teacher continues the task of skills building and a more concentrated analysis of literature. Former ELL students and Long Term ELLs are eligible for one on one tutoring and/or small group tutoring from an English teacher.

### Social Studies

In Social Studies, ELL students are in content classes together in Global Studies I, Global Studies II, American History and Participation in Government/ Economics. These classes are graded and heterogeneous by language level. This presents the teacher with both the challenge of having level 1s and 4s in the same class, as well as the opportunity to have unique grouping by language. Last year, there was an intensive focus to help ELL students achieve success on their Regents exams. Teachers received special training and were given common planning time to develop strategies that would work with this population. In June 2010, the pass rate on the Global Studies Regents was 71%, 5 point higher than the previous year. It is interesting to note that while we encourage students to take the exam in their own language when available, far fewer did in June 2010 than did so the year before, dropping from 64 to 24. This could be an anomaly, based on the desires of a certain student population or may be a result of the vocabulary and other classroom work done by the teachers. The results on the US History Regents also improved markedly in two ways. The pass rate went from a troubling 49% (which was one of the main reasons for the focus) to 73%. These same students (with the exception of the few who passed the NYSCLAT in June 2009) took the Global Regents the previous year and had a 66% pass rate. So there was general improvement from year to year, but also a clear jump in skills for the ELL cohort.

This year, Social Studies Department will continue the practices put in place last year and build on the successes. Inquiry teams have begun to delve into the question and will have some of their focus on ELL classes/ students. Teachers will continue to be trained in techniques that work with ELL students, have common planning time when possible and complete intervisitations. Students will be focused more on writing and will take part in the monthly department wide assessments planned throughout the year. Special texts and teacher materials were purchased last year and are available for teacher use. Former and Long –Term ELLs are identified for all teachers via ARIS and ATS. Teachers are asked to develop a plan for these students to assist them with their continued language acquisition. Tutoring is offered, and support materials made available.

### Mathematics

ELL students take Math classes with the general population. Teachers were trained on ARIS so that they may identify the ELL students in their class. Glossaries are prepared for students who need them and are in the math office. Whenever possible, teachers encourage students to sit next to students who can help them in the math classes that are all taught in English. Furthermore, when possible, student who speaks very little English are programmed for a staff member who may speak the other language. Two teachers are fluent in Russian, several fluent in Mandarin and one fluent in Hebrew. Teachers are working on differentiating instruction so that ELL’s can benefit. An example of this: The AP Supervision has prepared power point lessons for every single topic in Algebra, Geometry and Algebra2/Trig. ELL students respond very well to things visually – which is how power points help. Most teachers use power points and smart software in their class rooms. In fact, strategies that were initially devised to help our ELL students have been very successful with all of our students. Furthermore, these technology resources are posted on the Math Department page of the Forest Hills High School Website. Although the Mathematics department has met AYP for the past six years with regard to ELL students, our goal is to ensure that this remains. Vocabulary pertinent to the mathematics lesson is also discussed with students, once again, this is a technique helpful to our ELL population and our entire population. This coming year, the Math Department will examine which ELL populations require the most academic intervention. The AP Supervision will work with the Data AP and the LAB/BESIS Coordinator for information on who has tested out of the ELL program as well as identifying the type of ELL prior to Regents exams being administered. Students are encouraged to take the Integrated Algebra exam in their native language if they choose. Several students elect to do this, and for those who do so, the results are good. Some students do not take the exam in an alternative language. This is for two reasons. The exam is only given by the State in seven languages other than English- Russian, Spanish, Chinese, Korean, and Haitian Creole. We have students who have other native languages and therefore can’t request an exam. This is a major obstacle in a school with about 64 languages spoken. There are also a few who can take it in an alternative language, but chose to take the exam in English. Alternative language exams are not available in Geometry and Algebra2/Trig. Students may use a glossary; however, glossaries are not available in all languages. When possible, we try and get a staff member to translate exams for which glossaries are not available. ELL students opted to take the Integrated Algebra examination in their native language. With regard to overall achievement, the ELL population does not perform differently than the general education population on the Integrated Algebra examination, Geometry Exam or the Algebra2/Trig exam. However, according to data on Aris, there were fewer ELL’s taking the next level examinations. The math exams are new; we have been administering Algebra since June 2008, Geometry since June 2009 and Algebra2/Trig since June 2010 and will

continue to look at this trend.

While looking at the report for former ELLs' performance on Regents exams, the percentage of ELLs taking the exam increased on the higher level exams. Perhaps the ELL students who tested out of ELL pursued the higher level exams. This will be looked at this coming year. The goal of the mathematics department is to encourage all students to pursue math classes beyond Algebra.

List of Former ELLs will be examined to determine needed academic intervention.

## Science

### Living Environment

A total of 122 ELL students took the June 2010 Living Environment Regents exam, which represents 16% of the total population that took the exam. The pass rate for ELL students (65+) was 70%. Students who achieved a local diploma score of 55-64 was 15%. And the fail rate (below 55) was 16%. All four of the students who took the exam in a translated version passed – a 100% pass rate. This indicates that students who take the exam with a translated version will have a higher success rate. Having both the English and translated version on their desks provides students with a greater advantage to succeed. Therefore, all teachers will inform and encourage ELL students to request both versions of the exam.

In order to address the specific needs of our ELL population taking the Living Environment course, we are continuing to segregate these students to place them in a foreign language Living Environment class with a 2-year sequence. The population that takes Living Environment is in transition from middle school to high school. Allowing these students 2 years to complete the course curriculum provides students with more time to learn both science concepts and language skills, while adjusting to a new school environment.

There are a total of 142 students in 5 foreign language Living Environment classes. ELL Science Teachers will form an inquiry team to research effective strategies that will address the unique needs of ELL students. This research will allow teachers to provide differentiated instruction to their students.

### Earth Science

A total of 75 ELL students took the June 2010 Earth Science Regents exam, which represents 15% of the total population that took the exam. The pass rate for ELL students (65+) was 56%. Students who achieved a local diploma score of 55-64 was 13%. And the fail rate was 31%. Translated versions of the exam are not offered.

The pass rate for these students is in need of improvement. Therefore, ELL students were segregated for the first time, into two foreign language Earth Science classes, which follow a one-year course sequence. Our total population for ELL Earth Science is 59 students. ELL Science Teachers will form an inquiry team to research effective strategies that will address the unique needs of ELL students. This research will allow teachers to provide differentiated instruction to their students.

### Chemistry

A total of 35 ELL students took the June 2010 Chemistry Regents exam, which represents 9% of the total population that took the exam. The pass rate for ELL students (65+) was 77%. Students who achieved a local diploma score of 55-64 was 11.5%. And the fail rate was 11.5%. Translated versions of the exam are not offered.

## Foreign/World Languages

Most students who are in the ESL program (English as the Second Language) do not have space in their program to include a foreign language class, since they are required to take two English classes (one ESL and one English class). This means that the number of ELLs in regular Spanish, French or Italian classes is low. To provide these students with an opportunity to take a class in the World/Foreign Language Department, the Spanish (native track), Chinese and Russian classes are exclusively for native students, irrespective of their ESL status (many of them have tested out of ESL in previous years). Most students in the Hebrew class are also native speakers. Translation into English is avoided in the Foreign Language classes, and the frequent use of visuals and interactive situations allows ELLs to follow the classes without significant difficulties. The language class helps ELLs complete gaps or enrich their vocabulary in English.

Native language arts are a linguistic reinforcement that benefits ELLs. A deep knowledge of their first language facilitates the acquisition of a second language (in this case, English). There is a clear correspondence between students in the highest levels of Spanish, Chinese or Hebrew, and a higher performance in the English-based classes like Social Studies or Science, not only because these students are academically stronger but also because their command of linguistic structures is sounder. Therefore, the Foreign/World Language Department plans on strengthening the native language programs.

Many former ELLs take the Regents exams in their native language (whether the State Regents exams or the Regents exams in Languages Other Than English offered by the City of New York), and thus be able to obtain an Advanced Regents Diploma.

## Health/Physical Education

The data for Health & Physical Education indicates that in June 2010, there was an overall passing rate of 85.01%. However, ELLs only

had a passing rate of 74.90%. This will be addresses in several ways. All Health & Physical Education teachers will use ARIS to identify the ELL students in their classes. Using ARIS will also help us identify the reason for the failure which will better help us address the needs of our students. Health teachers are forming an inquiry team to discuss differentiated instruction with this group of students. In all of classes, there is an attempt to pair up a student with another student who speaks their language. ELL students will be monitored and there will be monthly discussions at department meetings.

No new programs and no programs will be discontinued for the upcoming new year. The ESL course of study will improve with the implementation of Global Studies Theme/ESL Curriculum Maps.

A Title III summer program for ELL students is offered to support ELL students new to FHHS and current ELL students. This program investigated the Social Studies theme of the immigrant experience in NYC and their contributions to NYC. Through this course, students read and analyzed literature and historical documents on the immigrant experience; learned and utilized computer applications (Word, Excel and PowerPoint); developed a portfolio of work including written papers and documents, art projects (visual art and music); and created a PowerPoint Presentation based on their research and summer experience. Field trips to New York City cultural institutions and walking tours of neighborhoods enriched the students' New York City experience. Students will learn writing skills that they can apply to all content area classes and Regents Examinations.

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff: One of FHHS's professional development goals is to improve scholarship rates for ELL students in all of their subject area classes. FHHS has high-quality teachers of ELLs and supports teachers as life-long learners by providing them with high-quality professional development.

CFN 201 will provide professional development and support to ESL teachers as they implement Global Studies Theme/ESL curriculum maps for ESL classes and to Social Studies and Science teachers of ELLs.

To comply with the minimum of 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P., all teachers receive professional development on ELL training during Faculty and Department Meetings. Time during content area department meetings will devoted to addressing the needs of ELL students. The Pupil Personnel Services

PPS

In order to assist FHHS achieve the goal of increased scholarship and graduation rates for ELL and former ELL students, the APPPS will discuss outreach strategies at monthly guidance department meetings; form an Inquiry Team to work with CFN 201 James Bao to identify and focus on all at risk cohort students ; attend CFN staff development to increase guidance counselors' skill set in serving ELL students and their families.

English

In order to assist FHHS in their goal to improve scholarship rates for ELL students, the A.P. of English will discuss teaching strategies at monthly department meetings; have ELL teachers turn key best practices for teachers of ELL transition “skills” classes; model lessons during city wide staff development says in November and June; have teachers participate in professional development sponsored by CFN 201; assist all English teachers prepping ELL students for the new one day ELA exam in January 2011; and assemble an inquiry team to work with James Bao to identify all at risk cohort students.

#### Social Studies

A. P. of Social Studies will build on the work started last year. Social Studies ELL teachers received training last year and will continue to receive training on methods to help them address the needs of their ELL students. The teachers are grouped and work as grade level teams, meeting to discuss methodology, discussing issues arising in their classes and completing intervisitations to share best practices. To facilitate the development of curriculum, sharing of best practices and interdepartmental collaboration, teachers will also complete interdisciplinary intervisitations of English and ESL teachers. The Social Studies department will also continue to assist the ESL teachers to assist in the development of thematic ESL curriculum units to support the development of academic language and content. All teachers receive professional development on ELL training during Faculty and Department Meetings.

#### Science

A. P. of Science will also utilize a professional development day to provide teachers with material that will assist them in teaching science to ELL students. Intervisitation between ELL Science teachers and ESL teachers will also be encouraged. All science teachers will be given ELL training during monthly departmental meetings. ELL strategies for teaching Science will be discussed.

#### Math

AP of Math will ask teachers to identify ELL students via the use of ARIS. AP of Math will continue to provide professional development on best practices for conveying information to ELL students. Glossaries will be made available for classroom instruction and for examinations.

### **E. Parental Involvement**

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

Understanding that parents/guardians are important partners in a child’s education, one of FHHS’s goals is to promote the role of parents as active partners in their child’s education. Correspondence specific to FHHS is done in Chinese, Hebrew, Russian and Spanish. Translation funds are used for translators for parent meetings, workshops and conferences. Telephone calls are made in Chinese, Hebrew, Russian and Spanish.

Though parent/guardian involvement of ELL students is encouraged, their participation is limited due to their personal, financial and family responsibilities.

For assistance, we recommend the following Local CBO’s:

Queens Community House

Lost Battalion Hall

Central Queens YM-YWHA

Bukharian Teen Lounge

SAYA - South Asian Youth Association

Local Public Libraries for parent programs (Jamaica Main Branch is open 7 days a week).

Additionally, the guidance counselors work with the following agencies to assist parents and students:

Afghan Immigrant Islamic Center in New York (family & housing)

Riverside Adult Learning Center (employment & social)

Armenian Cultural Association (employment & housing)

Korean American Association of Flushing (employment & language)

Asian American Mental Health Services (mental health counseling)

Chinese American Planning Council (multi-service)  
 Chinese Immigrant Services/Auntie Wu's Hotline (Acculturation & Family)  
 Chinese Parent's Association of Queens, Inc. (Acculturation)  
 Hellenic American Neighborhood Action Comm., Inc. (Greek multi-service)  
 St. Demetrios Church of Astoria  
 Haitian Americans United for Progress (multi-service)  
 Federation of Italian-American Societies of Queens (social & immigration)  
 National Council of Women of Ecuador  
 Polonians Organized to Minister to our Community (multi-service)  
 Russian Service Center for Russian Immigrants (multi-service)  
 Jewish Community Council of the Rockaways (social services and information & referral)  
 Committee for Hispanic Children & Families  
 Queens Borough President/Queens College Translation Center  
 Legal Aid Society - Immigration Counselor  
 Victim Services Agency/Travelers Aid  
 The Door  
 Covenant House  
 Central Queens Y  
 Queens Community House  
 Catholic Charities  
 Bukharian Teen Lounge

To address their specific needs, Forest Hills H.S. ELL parents are invited to an information fair every year. Working with the Queens Borough President's Office and the Forest Hills High School Parent Coordinator and PPS Department, FHHS holds an annual ELL Family Information Conference. At this conference, families of ELL students have the opportunity to learn about their child's educational program and special programs at FHHS. Dozens of community organizations are invited to set up tables to provide information ranging from health care to legal services to banking to housing.

The parental outreach activities address the needs of the parents of ELLs. The needs of the parents are evaluated during the intake process by the LAB/BESIS coordinator, the guidance counselors and during the interview process by the AP PPS.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7	10	7	3	27
Intermediate(I)										19	49	42	36	146
Advanced (A)										31	27	26	20	104
Total	0	0	0	0	0	0	0	0	0	57	86	75	59	277

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING /SPEAKING	<b>B</b>										1	5	6	4
	<b>I</b>										3	31	32	31
	<b>A</b>										19	35	21	10
	<b>P</b>										21	29	24	22
READING/ WRITING	<b>B</b>										4	12	7	6
	<b>I</b>										17	52	40	28
	<b>A</b>										23	32	24	28
	<b>P</b>										0	4	12	5

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

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

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

NYS Social Studies							
	Level 1		Level 2		Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	113		42	
Math <u>Algebra</u>	32	152	21	101
Math <u>Geometry</u>	54		49	
Biology				
Chemistry	9		7	
Earth Science	33		18	
Living Environment	83		41	
Physics				
Global History and Geography	145	34	104	24
US History and Government	120	28	110	23
Foreign Language		740		726
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

## Part VI: LAP Assurances

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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

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