



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FOREST HILLS HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q440

PRINCIPAL: SAUL GOOTNICK EMAIL: SGOOTNI@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Saul Gootnick	*Principal or Designee	
Eddy Mesidor	*UFT Chapter Leader or Designee	
Ellen Weisman	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Tamara Shchegol Santiago Gomez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Jennifer Feldman	Member/Guidance Counselor	
Raul Macias	Member/Assistant Principal	
Naomi Harris	Member/Teacher	
Kim Banayan	Member/Parent	
Ruth Bernal	Member/Parent	
David Freedman	Member/Parent	
Suhail Muhammed	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

After reviewing our school report card it was found that our ELL subgroup has been underperforming for the past five years. By June 2012 credit accumulation of ELL students will be increased by 2% through improved differentiated instruction, alternative means of assessment and support services.

Comprehensive needs assessment

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 two target groups.

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.

Instructional strategies/activities

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. An outreach program for students at risk has been established with counseling and family social problems are addressed by this effective outreach program.

One way to accomplish this goal is by creating cross-disciplinary schoolwide teams that may include the ELL specialist, subject-area teachers who teach English language learners, counselors who specialize in the needs of ELLs, key school administrators, and other school staff. These teams will have a common planning period and will meet regularly to align curriculum; plan integrated, cross-content projects; address student concerns; and monitor student progress. School support staff (the librarian, social worker, technology personnel, and so on) will attend some meetings to ensure that ELLs have access to an array of learning resources and services.

Forest Hills High School will provide a curriculum that promotes the language development of English language learners as well as their general academic needs. In order to create this curriculum Forest Hills HS will work in consultation with classroom ELL teachers, English language Teacher and subject -area teachers. This curriculum will address the full range of English language competencies while focusing on language for social integration and on language for academic achievement.

The language curriculum should include not only instruction in the specialized language of each academic subject area (for example, in math, hypotenuse, angle, and so on.), but also academic cohesion words and phrases (such as thus, therefore, as a result of) and specialized academic process words (such as explicate, enumerate, define). In addition to a detailed developmental sequence for learning the English language in social and academic contexts.

ESL Teachers will integrate subject-area content with language development and academic learning strategies into their pedagogy.

General Education Teachers will be provided the language and academic backgrounds of the ELLs in their classes, because without this knowledge, teachers cannot anticipate the aspects of learning that are likely to be too difficult for their ELLs to handle without instructional supports.

Professional development will be provided for all teachers and administrators which will reflect content dealing with ELL matters. All teachers and administrators will be better prepared to effectively serve our ELL.

Strategies to increase parental involvement

Parents will be empowered to become an integral part in their child's education. In addition it will also be made evident to every parent that they can be helpful in their children's literacy development, regardless of their language, education, or literacy level. Parents who speak little or no English can contribute to their children's education in valuable ways. English language learners may benefit when they develop solid literacy skills in their first

language before learning to read in a second one. Through their native language, they are developing key language and literacy skills that may enable them to become excellent readers in English.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers at Forest Hills HS are highly qualified.

Service and program coordination

1. Data will be used to provide targeted tutoring to address specific needs of students. Beginning in October, 2011 (ongoing).
2. PM school and ICU's. Starting in February, 2012 (ongoing).
3. Saturday school. Starting in November, 2011 (ongoing).
4. Monitor the quality of professional development to make staff aware of new trends and best practices. Starting in September, 2011 (ongoing).
5. Common planning time for teachers of ELL students. Starting in September, 2011 (ongoing).
6. 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, 2011 (ongoing).
7. Administrators and teachers will analyze Acuity and NYSTL results to determine students' needs and plan to dress them. Starting in September, 2011 (ongoing).
8. Counselors and administrators examine the programming needs of all ELL students to assure that they are programmed properly based on their academic needs.
9. Assistant Principal Supervision will meet with ELL teachers to support their teaching pedagogy. Starting in September, 2011 (ongoing).

Budget and resources alignment

1. Funding source: Title III, Tax Levy, C4E, Title 1 .
2. SINI Grant
3. Additional guidance support will be offered to all ELL students, incorporating the use of a Title III support guidance counselor, as per funding.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

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.

Comprehensive needs assessment

After numerous conversations with all school constituencies, it is evident that a strong partnership between schools and parents is essential to the academic success of students. When school staff and parents work together to reinforce high standards of achievement, the result is a school that "works," and a learning environment that promotes success. There is a lot of research that seems to suggest that students benefit greatly when their parents are involved in their education. Children are more apt to enter school ready to learn, do their homework, and perform well in school when parents actively support their learning. Reaching out to all parents may be difficult because of the many different languages that are spoken in our school community. Forest Hills HS's goal is to reach out to as many parents and families effectively and make them a vital part of their children's education.

When parents actively support their children's learning, their children are more apt to enter school with the early literacy skills they need and perform well in school. By recognizing parents' strengths and involving them deeply in their children's education, we have the opportunity to help create a more supportive learning environment for our students.

According to a review of recent research published by the Southwest Educational Development Laboratory (2002), students with involved parents, no matter what their income or background, are more likely to:

Earn higher grades and test scores and enroll in

1. Higher-level programs.
2. Be promoted, pass their classes, and earn credits.
3. Attend school regularly.
4. Have better social skills, show improved behaviors and adapt well to school.
5. Graduate and go to college.

Furthermore, other studies show that families of all income and education levels, and from all ethnic and cultural groups, are engaged in supporting their children's learning at home. Encouraging greater involvement at school from all families is an important strategy for addressing the achievement gap.

Instructional strategies/activities

Teachers and the school community will be encourage to embrace a philosophy of partnership and focus on developing trusting and respectful relationships with their students' families that will result in shared responsibility for their students' educational development. Some activities will include:

Use The Parent's Preferred Language

This is an essential place to start. Without a common language, very little communication can take place. At home, students and their families communicate in the language they know best.

Bilingual interpreter

Translators will be provided to translate for parent-teacher conferences, open-school nights, PTA meetings, and regular communications.

Make available translated copies of the written communications that is sent home.

This will keep parents informed on issues such as report cards, school events, and homework.

Parents will be put in touch with bilingual staff.

Parents will be provided a list of names, email addresses and phone numbers of bilingual staff in the school who they can contact to deal with educational concerns.

Strategies to increase parental involvement

See below:

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers at Forest Hills HS are highly qualified.

Service and program coordination

1. Monthly "meet with Principal" meetings for parents. Starting in December, 2011 (ongoing).
2. Parent newsletter. Monthly, starting in September, 2011 (ongoing).
3. Monthly workshop for parents. Starting in September, 2011 (ongoing) during PA meetings.
4. Notification of all school events. Starting in September, 2011 (ongoing).
5. Voice mail communication will be sent home in parents' preferred language. Starting in September, 2011 (ongoing).
6. Assistant Principals will attend PA meetings on a rotational basis. Starting in September, 2011 (ongoing).

7. 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.
8. IEP Conferences and Planning

Budget and resources alignment

No major budgetary implication. Primary responsibility for this initiative rests with the administrators and the school community.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

The needs assessment also showed the continued need to use technology as an instructional tool to engage students' learning. Therefore, by June, 2012 the use of technology in ELL and SWD's subject classes will be increased by 10%. This will be measured through classroom observations.

Comprehensive needs assessment

Integrating technology into every lesson has been one Forest Hills HS's key goals for the past two years. For students and teachers alike, technology integration is about incorporating easy-to-use tools and program features into every lesson plan and activities in order to enhance learning. When technology is used wisely, it can improve critical thinking and communication skills, and increase motivation in students. By consistently incorporating computer tools and applications into every lesson, the teacher can increase student participation and understanding while connecting students more directly to the world of technology. Research has showed that students who actively participate in classroom projects and assignments are more attentive and motivated to take responsibility for their success. Successful class participation is just one of the many benefits of integrating technology into every lesson. Integrating the use of Smart Boards will increase pupil motivation and teachers' job satisfaction. When technology is infused into everyday classroom instruction, evidence shows that it impacts positively on credit accumulation and increased grade average when pupils have been taught with an interactive whiteboard for at least two years.

Instructional strategies/activities

Forest Hills High School began to explore the true potential technology has to offers for teaching and learning while infusing ELL and in SWD's pedagogy in subject classes. We believe that properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy. Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals. Therefore, this school year Forest Hills High School has decided provide avery department chair with a mobile lab and we have completed installing smart boards and laptops in every classroom.

The myriad resources of the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts in the real world and provides numerous opportunities for expressing understanding through images, sound, and text. The smart board is a tool that could be used for visualizing and modeling in every subject. In addition, it offers students ways to experiment and observe phenomenon and to view results in graphic ways that aid in understanding and academic achievement. And, as an added benefit, with the new smart boards students are more likely to stay engaged and on task, reducing behavioral problems in the classroom.

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into

subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun.

Learning through projects while equipped with technology tools allows students to be intellectually challenged while providing them with a realistic snapshot of what the modern office looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online.

Furthermore, Forest Hills recognizes that professional development is the key to successful technology integration, therefore we will be providing training on all aspects of the Smart-Centric classroom and exploring the many ways technologies can work in concert to support and assess student learning. The professional development will illustrate every aspect of the smart board and Notebook software and it will be a hands-on workshop. The professional development will be customized by subject, grade level, and learning style. The goal of the professional development will be to help teachers to fully integrate the use of the smart board, as well as other instructional technology, into the interactive classroom of the 21st century. Starting September 2011 and ongoing.

It is expected that every teacher will become proficient in the use of the smart board and integrating technology into every lesson and across the curriculum. Becoming proficient in new and emerging technologies is vital to the future of education. Technology is constantly changing and becoming more advanced; it is more prevalent in our everyday lives and in the workplace. In today's society it seems that almost every student has a cell phone that is more powerful than a computer, an iPod capable of viewing live podcasts from the internet, and an understanding of various technologies that would puzzle most adults. As students become more technologically savvy, it is crucial for educators to remain up to date with current trends, and use these technological tools to enhance instruction. By providing these series of professional development we are able to offer more support to teachers and encourage everyone to use technology in their instruction, which would lead to increased knowledge retention and development of practical abilities in all students.

Strategies to increase parental involvement

School will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; School will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; School will promote a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers at Forest Hills HS are highly qualified.

Service and program coordination

1. 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, 2011 (ongoing).
2. Department meetings and department walk-through. Beginning in November, 2011 (ongoing).
3. Most classrooms will be equipped with a smart board, lap top and wireless internet access. (September 2011)
4. Demonstration lessons by lead teachers and/or Supervisor. Beginning in September, 2011 (ongoing).
5. Training for all pedagogues in the use of ARIS.
6. Snapshot observations concerning the use of data in subject area classes.
7. Increased outreach in different languages for all students concerning data.
8. All observation reports will have a data component.
9. Data will be used to create assessments to meet the needs of all students.
10. Continued use of a quadrant sheet in which the teachers will use data to create a differentiated instruction classroom.
11. Model lessons, peer sharing, shared experiences in departmental meetings.
12. Allocate time for teachers to work together observing each other's lessons and collaborating on methods and strategies
13. Continued Smart Board training
14. Point person to turn key on-line support services and educational resources/web sites
15. Department and Faculty to inform staff of available on-line software
16. Learn 360 software
17. Discovery Streaming

Budget and resources alignment

Funding source: TL Levy, NYSTL and a RESO A technology grant.

Professional development during all school-wide PD days.

Circular 6R assignments design to support teachers in the classroom.

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.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	165	204	365	258	992		5	1
10	133	211	256	205	805		4	3
11	148	234	158	201	741		6	2
12	153	174	93	209	629		7	2

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. CASE Academy – College Academy of Skills and Enrichment. They meet Regents Week, February Vacation, and April Vacation for 5 full-days of Academic Intervention Services in Academic areas needing remediation. 2. Tutoring: Small group and/or one to one tutoring five days a week; Periods 1- 12 as per teacher C-6 schedule. 3. Skills Level: Five days a week. Former ELL students/at risk students, on all grade levels. 4. EDE: Five days a week. Students who failed ELA exams are at risk of not graduating. 5. Using data derived from our 1st marking period report card, our teachers identified students in their classes that were potentially at risk. They were asked to focus on their ELL, Former ELL, and students with an IEP. Using ARIS as their main data, point, teachers identified their academically at risk 10% of their class. These students will be the focus of targeted instruction, differentiated instruction, and/ or AIS.
Mathematics	<ol style="list-style-type: none"> 1. CASE Academy – College Academy of Skills and Enrichment. They meet Regents Week, February Vacation, and April Vacation for 5 full-days of Academic Intervention Services in Academic areas needing remediation. 2. Tutoring: Small group and/or one to one tutoring five days a week; Periods 1- 12 as per teacher C-6 schedule. 3. MNAS – algebra class geared specifically toward Algebra Regents, combined with materials covered in the CUNY Math placement test. 4. Saturday school classes Fall and Spring; Extended Day School – Spring 5. Using data derived from our 1st marking period report card, our teachers identified students in their classes that were potentially at risk. They were asked to focus on their ELL, Former ELL, and students with an IEP. Using ARIS as their main data, point, teachers identified their academically at risk 10% of their class. These students will be the focus of targeted instruction, differentiated instruction, and/ or AIS.
Science	<ol style="list-style-type: none"> 1. CASE Academy – College Academy of Skills and Enrichment. They meet Regents Week, February Vacation, and April Vacation for 5 full-days of Academic Intervention Services in Academic areas needing remediation. 2. Tutoring: Small group and/or one to one tutoring five days a week; Periods 1- 12 as per teacher C-6 schedule. 3. Lab extra help – weekends 4. Using data derived from our 1st marking period report card, our teachers identified students in their classes that were potentially at risk. They were asked to focus on their ELL, Former ELL, and students with an IEP. Using ARIS as their main data, point, teachers identified their academically at risk 10% of their class. These students will be the focus of targeted instruction, differentiated instruction, and/ or AIS.

<p>Social Studies</p>	<ol style="list-style-type: none"> 1. CASE Academy – College Academy of Skills and Enrichment. They meet Regents Week, February Vacation, and April Vacation for 5 full-days of Academic Intervention Services in Academic areas needing remediation. 2. Tutoring: Small group and/or one to one tutoring five days a week; Periods 1- 12 as per teacher C-6 schedule. 3. 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 NY State Regents. 4. Using data derived from our 1st marking period report card, our teachers identified students in their classes that were potentially at risk. They were asked to focus on their ELL, Former ELL, and students with an IEP. Using ARIS as their main data, point, teachers identified their academically at risk 10% of their class. These students will be the focus of targeted instruction, differentiated instruction, and/ or AIS.
<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • Push –in visits to all classes; meeting all students in a caseload in a group setting • Individual and group counseling • Parent Outreach; via phone, e-mail, in-school individual appointments and parent outreach meetings. • Tutoring/ PM School/Saturday School and Case Academy • Teacher Conferences • Referrals to outside agencies • Using data derived from our 1st marking period report card, our teachers and guidance counselors identified students in their classes that were potentially at risk. They were asked to focus on their ELL, Former ELL, and students with an IEP. Using ARIS as their main data, point, teachers identified their academically at risk 10% of their class or caseload. These students will be the focus of targeted intervention, and/ or AIS.
<p>At-risk Services provided by the School Psychologist</p>	<p>The School Psychologist works in conjunction with the SBS Team to provide services to all students that require them.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The social worker at Forest Hills High School serves as the at-risk counselor for mandated as well as non-mandated students who exhibit social and emotional developmental problems. Students meet with her on regular bases; she works in conjunction with outside therapists and agencies.</p>
<p>At-risk Health-related Services</p>	<p>The school emergency room and school nurse collaborate to meet the needs of any student requiring health related services.</p>

PARENT INVOLVEMENT POLICY (PIP)

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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and welcomed members of our school community. Our school will support parents and school community by:

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

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

In order to increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's program as outlined in the Comprehensive Educational Plan.
- support school-level committees that include parents who are members of the School Leadership Team and the Parent Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- will work to ensure that our school environment is welcoming and inviting to all parents.
- 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.

- 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams and Parent Association.
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter and web publication designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

Our school, in compliance with 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. Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are posted in the school website;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

March 8, 2012

School DBN: 28Q440_____ **School Name:** _Forest Hills High School_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

ELL subgroups did not make AYP in ELA or Math.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

After reviewing our school report card it was found that our ELL subgroup has been underperforming for the past five years. accumulation of ELL students will be increased by 2% through improved differentiated instruction, alternative means of assessment services.

Comprehensive needs assessment

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

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 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.

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 resource coordination with literacy supports.
- Continue to review procedures for identification, assessment and service delivery for English language learners and re-align with NYS Department of Secondary Education requirements.

General Education Teachers will be provided the language and academic backgrounds of the ELLs in their classes, because without this knowledge, teachers cannot anticipate the aspects of learning that are likely to be too difficult for their ELLs to handle without instructional supports.

Professional development will be provided for all teachers and administrators which will reflect content dealing with ELL matters. All teachers and administrators will be better prepared to effectively serve our ELL.

Instructional strategies/activities

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. An outreach program for students at risk has been established with counseling and family social problems are addressed by this effective outreach program.

One way to accomplish this goal is by creating cross-disciplinary school wide teams that may include the ELL specialist, subject-area teachers who teach English language learners, counselors who specialize in the needs of ELLs, key school administrators, and other school staff. These teams will have a common planning period and will meet regularly to align curriculum; plan integrated, cross-content projects; address student concerns; and monitor student progress. School support staff (the librarian, social worker, technology personnel, and so on) will attend some meetings to ensure that ELLs have access to an array of learning resources and services.

Forest Hills High School will provide a curriculum that promotes the language development of English language learners as well as their general academic needs. In order to create this curriculum Forest Hills HS will work in consultation with classroom ELL teachers, English language Teacher and subject -area teachers. This curriculum will address the full range of English language competencies while focusing on language for social integration and on language for academic achievement.

The language curriculum should include not only instruction in the specialized language of each academic subject area (for example, in math, hypotenuse, angle, and so on.), but also academic cohesion words and phrases (such as thus, therefore, as a result of) and specialized academic process words (such as explicate, enumerate, define). In addition to a detailed developmental sequence for learning the English language in social and academic contexts.

ESL Teachers will integrate subject-area content with language development and academic learning strategies into their pedagogy.

Part B: For Title I SINI Schools Only

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 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.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen/Jie Zhang	District 28	Borough Queens	School Number 440
School Name Forest Hills High School			

B. Language Allocation Policy Team Composition

Principal Saul Gootnick	Assistant Principal Sally Young/Raul Macias-Cotano
Coach N/A	Coach N/A
ESL Teacher Randi Sussman-Kim	Guidance Counselor Maria Caamano
Teacher/Subject Area Martina Grant	Parent Ellen Weisman
Teacher/Subject Area Rochelle Casalan	Parent Coordinator N/A
Related Service Provider Barbara Cali	Other Edwardo Rodriguez
Network Leader Jie Zhang	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	17
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3851	Total Number of ELLs	364	ELLs as share of total student population (%)	9.45%
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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. 

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 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. In the unusual situation where parents/guardians are unable to attend the 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. Once parents have filled out the Parent Survey and Program Selection Form, the LAB/BESIS Coordinator completes the ELL Parent Choice Screen in ATS (ELPC). 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*

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	364	Newcomers (ELLs receiving service 0-3 years)	233
SIFE	32	ELLs receiving service 4-6 years	77
		Special Education	84
		Long-Term (completed 6 years)	54

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										0
Dual Language										0
ESL	233	9	11	77	16	32	54	7	41	364
Total	233	9	11	77	16	32	54	7	41	364

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

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										45	22	19	23	109
Chinese										6	5	10	6	27
Russian										23	27	14	20	84
Bengali										2	1	0	1	4
Urdu										0	0	0	0	0
Arabic										3	1	1	1	6
Haitian										0	1	1	0	2
French										1	0	0	0	1
Korean										2	0	2	1	5
Punjabi										0	0	1	1	2
Polish										0	0	0	0	0
Albanian										1	0	1	1	3
Other										28	26	35	32	121
TOTAL	0	111	83	84	86	364								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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 364 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 18 classes in ESL (beginning through transitional levels) and 6 English classes and 19 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

A. Programming and Scheduling Information

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.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish Chinese			
Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	

B. Programming and Scheduling Information--Continued

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

Two of FHHS goals are to raise credit accumulation through improved differentiated instruction, alternative means of assessment and support services, and to strengthen student work by examining and refining curriculum, assessment and classroom instruction. Assistant Principals and teachers of ELL students receive ELL student data to inform their instruction. Teachers differentiate instruction based on several factors including assessment analysis (NYSESLAT and Regents), years in ESL program and learning styles. Long Term ELLs and SIFE are identified through the ATS report RYOS, which is the ELL Years of Service Report for targeted intervention.

ENGLISH

Once ELL students have mastered the beginning and intermediate levels of ESL instruction they move to the advanced level where they begin to receive instruction from both a certified English teacher as well as a certified ESL teacher. As students enter this level of instruction they are programmed for either ECL, ECLE or EDL. Instruction at these levels begins to incorporate deeper literary analysis in preparation for the New York State English Regents. Teachers of these classes have created a curriculum to differentiate student learning styles while at the same time maintaining focus on the four major language markers: listening, reading, writing and speaking needed to achieve success in English. Teachers have also met to discuss and create curriculum incorporating Common Core Standards. On the 2010 English Regents 63 % (65/103) of ELL students taking the exam received a grade of 65% or higher. This percentage is a gain of 3.5% from the previous school year. As the gain was acknowledged, the English Department also recognized the need for growth and improvement on the NYS English Regents. ELL students also take part in the Acuity/ITA testing process to help measure and evaluate literacy skills. Student results are posted on ARIS which allows current and future teachers to group student achievement and differentiate instruction.

ELL Students:

Following the English Regents, ELL students were offered peer tutoring, after-school and ELA Regents tutoring by an English teacher, Title III Program, Saturday and Extended Day classes and College Now to help assist in the continued growth and improvement of our ELL population. In addition, teachers meet during Professional Development to evaluate curriculum to help meet the needs of the ELL population. January, 2011 saw a change in the English Regents format where the Listening and Critical Analysis essays were eliminated, and the Literary Response essay was altered to two short constructed responses. These changes placed more importance on the Critical Lens essay which remained in the original format. Teachers have recognized and implemented the necessary skills to help students analyze and interpret quotations, formulate an educated opinion, and most importantly choose literature that accurately supports the critical analysis. Teachers use uniform assessments at each level to evaluate ELL growth and areas still in need of improvement. When available, teachers will continue to receive professional development and training in ELL teaching methodology and techniques that have proved successful with our ELL population. When possible, ELC, ELCE and ELD teachers are scheduled for common planning time to work and evaluate curriculum needs and student progress.

Former ELLs

ELL students who achieve success on the NYSLAT exam are programmed for English Skills classes until they demonstrate mastery for a mainstream/regular English class. The curriculum is similar to that of a mainstream class. The English teacher continues the task of building literacy and language skills with the infusion of more advanced literature. Former ELL students are also eligible for one to one/small group tutoring from the English Department. Former ELLs (who have not passed the English Regents) continue to participate in

B. Programming and Scheduling Information--Continued

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

Two of FHHS goals are to raise credit accumulation through improved differentiated instruction, alternative means of assessment and support services, and to strengthen student work by examining and refining curriculum, assessment and classroom instruction. Assistant Principals and teachers of ELL students receive ELL student data to inform their instruction. Teachers differentiate instruction based on several factors including assessment analysis (NYSESLAT and Regents), years in ESL program and learning styles. Long Term ELLs and SIFE are identified through the ATS report RYOS, which is the ELL Years of Service Report for targeted intervention.

ENGLISH

Once ELL students have mastered the beginning and intermediate levels of ESL instruction they move to the advanced level where they begin to receive instruction from both a certified English teacher as well as a certified ESL teacher. As students enter this level of instruction they are programmed for either ECL, ECLE or EDL. Instruction at these levels begins to incorporate deeper literary analysis in preparation for the New York State English Regents. Teachers of these classes have created a curriculum to differentiate student learning styles while at the same time maintaining focus on the four major language markers: listening, reading, writing and speaking needed to achieve success in English. Teachers have also met to discuss and create curriculum incorporating Common Core Standards. On the 2010 English Regents 63 % (65/103) of ELL students taking the exam received a grade of 65% or higher. This percentage is a gain of 3.5% from the previous school year. As the gain was acknowledged, the English Department also recognized the need for growth and improvement on the NYS English Regents. ELL students also take part in the Acuity/ITA testing process to help measure and evaluate literacy skills. Student results are posted on ARIS which allows current and future teachers to group student achievement and differentiate instruction.

ELL Students:

Following the English Regents, ELL students were offered peer tutoring, after-school and ELA Regents tutoring by an English teacher, Title III Program, Saturday and Extended Day classes and College Now to help assist in the continued growth and improvement of our ELL population. In addition, teachers meet during Professional Development to evaluate curriculum to help meet the needs of the ELL population. January, 2011 saw a change in the English Regents format where the Listening and Critical Analysis essays were eliminated, and the Literary Response essay was altered to two short constructed responses. These changes placed more importance on the Critical Lens essay which remained in the original format. Teachers have recognized and implemented the necessary skills to help students analyze and interpret quotations, formulate an educated opinion, and most importantly choose literature that accurately supports the critical analysis. Teachers use uniform assessments at each level to evaluate ELL growth and areas still in need of improvement. When available, teachers will continue to receive professional development and training in ELL teaching methodology and techniques that have proved successful with our ELL population. When possible, ELC, ELCE and ELD teachers are scheduled for common planning time to work and evaluate curriculum needs and student progress.

Former ELLs

ELL students who achieve success on the NYSLAT exam are programmed for English Skills classes until they demonstrate mastery for a mainstream/regular English class. The curriculum is similar to that of a mainstream class. The English teacher continues the task of building literacy and language skills with the infusion of more advanced literature. Former ELL students are also eligible for one to one/small group tutoring from the English Department. Former ELLs (who have not passed the English Regents) continue to participate in Acuity/ITA assessments. Student progress will be entered on ARIS to help teachers measure progress and areas in need of improvement. Former ELL students are identified on ARIS and can be grouped by the teacher to maintain a more watchful and accurate eye on progress and differentiate instruction. Teachers are also offered additional information by the A.P. Data and the LAB/BESIS Coordinator.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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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.

One of FHHS' professional development goals for the 2011-12 school year is to address the ELL and ISS population's needs across the curriculum. FHHS has high-quality teachers of ELLs and supports teachers as life-long learners by providing them with high-quality professional development.

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

PUPIL PERSONNEL SERVICES

In order to assist FHHS achieve the goal of increased scholarship and graduation rates for ELL and former ELL students, the Assistant Principal of Pupil Personnel Services 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.

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MATHEMATICS

The Assistant Principal, Mathematics and the point person for ELLs will be responsible for coordinating staff development this year. On November's professional development day, there will be a training session to explain the data. Prior to presenting for the department, teachers have discussed the research and general strategies (listed above) for a portion of department conferences.

To summarize the research, all math teachers should:

- 1) Incorporate small groups – interaction is important
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- 6) Emphasize key ideas and vocabulary through intonation
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- 8) Use pronouns clearly
- 9) Shorten sentences
- 10) Increase wait time for students to answer and process information

During the 2011-12 school year, a portion of each meeting will be devoted to each strategy i.e. during November, teachers will be discuss ways of introducing vocabulary into class lessons so that ELL students can better understand.

SOCIAL STUDIES

The Assistant Principal, Supervision Social Studies, will coordinate all Professional Development Activities. Social Studies ELL teachers received training in the last two years and will continue to receive training on methods to help them address the needs of their ELL students. The needs of ELL students are discussed at department conferences and professional development sessions. Some are for the whole department, while others are for a select group of teachers, who at times, serve as turnkeys to their colleagues. 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. Teachers who are teaching ELL Social Studies for the first time have received additional support as they plan their lessons. 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.

D. Professional Development and Support for School Staff

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

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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 increase parental communication so as to increase student academic success. FHHS aims at promoting the role of parents as active partners in their child's education.

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Forest Hills H.S. ELL parents/guardians are invited to many school wide activities throughout the year. At all meetings, interpreters are available to assist them. The parents/guardian outreach activities address the needs of the parent/guardian. Considering that in the past parent/guardian participation in these activities has been limited due to their personal, financial and family responsibilities, evening hours for meetings have been added this year to accommodate working schedules.

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The Guidance counselors will be conducting parent/guardian information sessions every term in the prominent languages other than English found in the Forest Hills High School community. Separate workshops will be held in Chinese, Spanish and Russian. Interpreters will be available for a general meeting for other languages as requested.

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Guidance counselors as well as other school personnel have been contacting parents/guardians by telephone, in their home language whenever possible, as per the ATS records, to apprise them of their child's progress and needs. During these phone conferences there have been many adjustments made that will help insure the success of the student.

Parents/guardians are also contacted by mail in their home –when possible, in their home language- for all city wide mandated correspondence. Additionally, DOE and in-house translation services are available to teachers as well as guidance counselors to best collaborate with families in order to successfully meet the needs of the students and the parents/guardians.

The LAB/BESIS Coordinator assists ELL parents/guardians in filling out the Home Language Survey with the appropriate help of a translator or the DOE translation services over the phone, whenever it is necessary. As mandated, the LAB/BESIS Coordinator shows a video of introduction to the NYC schools system and to the ELL available programs presented in many different languages. Big posters in different locations around the school offer parents/guardians the possibility of using the DOE over-the-phone translation service available to families.

The school website is available for translation just by clicking on the accessible home languages. This service provides the parents/guardians with complete information of activities, opportunities and requirements on an on-going basis. Teachers' websites and department notices are available as well.

New immigrants' vocational ESL, as well as basic ESL services are available through partnership with the Central Queens Y.

For outside assistance we also recommend the following Local CBO's:

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Guidance counselors as well as other school personnel have been contacting parents/guardians by telephone, in their home language whenever possible, as per the ATS records, to apprise them of their child's progress and needs. During these phone conferences there have been many adjustments made that will help insure the success of the student.

Parents/guardians are also contacted by mail in their home –when possible, in their home language- for all city wide mandated correspondence. Additionally, DOE and in-house translation services are available to teachers as well as guidance counselors to best collaborate with families in order to successfully meet the needs of the students and the parents/guardians.

The LAB/BESIS Coordinator assists ELL parents/guardians in filling out the Home Language Survey with the appropriate help of a translator or the DOE translation services over the phone, whenever it is necessary. As mandated, the LAB/BESIS Coordinator shows a video of introduction to the NYC schools system and to the ELL available programs presented in many different languages. Big posters in different locations around the school offer parents/guardians the possibility of using the DOE over-the-phone translation service available to families.

The school website is available for translation just by clicking on the accessible home languages. This service provides the parents/guardians with complete information of activities, opportunities and requirements on an on-going basis. Teachers' websites and department notices are available as well.

New immigrants' vocational ESL, as well as basic ESL services are available through partnership with the Central Queens Y.

For outside assistance we also recommend the following Local CBO's:

- Queens Community House
- Lost Battalion Hall
- Central Queens YM-YWHA
- Bukharian Teen Lounge
- SAYA - South Asian Youth Association

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)										26	10	11	7	54
Intermediate(I)										56	35	51	49	191
Advanced (A)										35	26	28	30	119
Total	0	0	0	0	0	0	0	0	0	117	71	90	86	364

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										18	9	10	5
	I										20	27	40	46
	A										51	22	31	21
	P										28	12	7	14
READING/ WRITING	B										23	7	8	5
	I										48	38	54	47
	A										39	23	20	25
	P										7	2	6	9

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	103		65	
Integrated Algebra	119	54	67	37
Geometry	139		81	
Algebra 2/Trigonometry	57		54	
Math				
Biology				
Chemistry	45		33	
Earth Science	73	30	25	21
Living Environment	115	55	41	37
Physics				
Global History and Geography	173	90	141	50
US History and Government	154	53	119	44
Foreign Language	44	44	44	44
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

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

School Name: Forest Hills High School

School DBN: 28Q440

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Saul Gootnick	Principal		11/4/01
Sally Young	Assistant Principal		11/4/01
	Parent Coordinator		
Randi Sussman-Kim	ESL Teacher		11/4/01
Ellen Weisman	Parent		11/4/01
Martina Grant	Teacher/Subject Area		11/4/01
Rochelle Casalan	Teacher/Subject Area		11/4/01
	Coach		
	Coach		
Maria Caamano	Guidance Counselor		11/4/01
Jie Zhang	Network Leader		11/4/01
Raul Macias	Other <u>AP Foreign Lang.</u>		11/4/01
Barbara Cali	Other <u>AP ISS</u>		11/4/01
Edwardo Rodriguez	Other <u>LAB/BESIS Coord.</u>		11/4/01
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q440** School Name: **Forest Hills High School**

Cluster: **2** Network: **201**

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

Part A: Needs Assessment Findings

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

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 the ATS report, RHLA, 68 languages including English are identified as home languages at Forest Hills High School. The primary languages are English, Spanish, Russian and Chinese. English accounts for 39% of the households which mean 61% of the students home language is not English. The three largest non-English languages are Spanish 21%, Russian 14% and Chinese 6%. This information is shared with the Principal's Cabinet, School Leadership Team, UFT Consultative Council and the PTA.

Part B: Strategies and Activities

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

The school 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. Other correspondence has in different languages a note stating to contact Pupil Personnel Services for additional information.

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 has 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.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III Plan for 2011 – 2012 is a supplemental program that will focus on strategies to achieve the goal stated in the Comprehensive Educational Plan of 2011 – 2012: 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 ELL students in passing Regents examinations and meeting the Common Core Standards.

The Title III program will work with students so they can develop into sophisticated readers and writers. 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 2011 because in 2008 - 09, Limited English Proficient students did not meet its Adequate Yearly Progress (AYP) in the ELA Regents. In 2009 – 2010, Limited English Proficient students met its AYP in the ELA Regents. To sustain and build on this success, Title III classes will focus on English language development focusing on Tier II words, functional language using alternative text sets. In addition to targeting ELL students who have to take the English Regents, long-term ELL students and students who need additional support based on their ESL grades and NYSESLAT scores will also be targeted.

Based on the needs of the students, classes will be scheduled before and after the students’ school day and on the weekend. AM and PM classes will be held three times a week. Saturday classes will be held as part of the Saturday Academy. These classes will be taught by 4 Certified ESL teachers.

Books and resource materials used in the Title III classes will include alternative text sets to develop academic language, Tier II vocabulary development and language function, primary source documents and historical documents. This is in addition to standard classroom supplies and materials.

Part C: Professional Development

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

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

Begin description here: One of FHHS’ professional development goals is to improve scholarship rates for ELL students in all of their subject area classes and Regents Examinations.

Part C: Professional Development

In ESL, ELL students are programmed based on their ESL levels. 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 Social Studies 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. The ELL students perform, on average, 10 points behind their counterparts both in their Social Studies classes and on the Regents exam. According to teacher analysis and student reflection, this is due in large part to their struggle with Tier 2 words and an inability to unlock historical text. ESL and Social Studies teachers will develop strategies on how ELL students can explore historical concept and the skills that lie there within in a more in depth fashion.

In addition to providing and receiving professional development, ESL and Social Studies teachers of ELL students will meet share, collaborate and plan curriculum and instruction for ELLs and work as a study group/inquiry team. In addition to working with the Assistant Principals of ESL and Social Studies, teachers 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. Social Studies teachers will continue their intensive focus to help ELL students achieve success on their Regents exams.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents/Guardians of English Language Learners need to be provided assistance and services in their home language. Recognizing this need, Forest Hills High School will hold workshops specifically to our families, whose home languages are Spanish, Chinese and Russian; which are the three largest home language groups. Workshops will assist parents/guardians in motivating and assisting their children to meet high school requirements and to insure college preparedness.

Each term, Fall and Spring, Guidance Counselors will hold a workshop/meeting for each language group, Spanish, Chinese and Russian. The topics of the workshop/meeting will include How to Understand Graduation Requirement and High School Records; How to Access Student and School Information; and How to Communicate with Your Child and the School to Improve Academic Achievement. Each term, the College Counselors will hold a meeting/workshop for parents/guardians of ELLs. The topics will include How to Begin the College Application Process. At all workshops/meetings, the workshops will either be conducted in the parents/guardians home language or translation will be provided.

Parents/Guardians of ELLs will be notified in various mediums. Flyers in home languages will be

Part D: Parental Engagement Activities

distributed in classes and mailed home. The phone master will be used in the home languages. Information will be posted on the school’s website. Guidance Counselors and College Counselors will outreach to parents/guardians in their caseload.

Part E: Budget

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

Allocation Amount: \$43100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$39,911	638 Teacher hours for ESL teachers to teach AM, PM and Saturday Academy classes and to develop curriculum and for Social Studies teachers teaching ELLs to develop curriculum which supports ELL students 80 Guidance Counselor hours for parent/guardian AM, PM or Saturday workshops/meetings 70 Supervisor hours to support Title III activities including curriculum development and professional development
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	- 0 -	N/A
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$3,188	Alternative Texts, Resources and Materials including primary source and historical documents
Educational Software (Object Code 199)	- 0 -	N/A
Travel	- 0 -	N/A
Other	- 0 -	N/A
TOTAL	\$43,100	

