



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
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	
Adam Bergstein	*UFT Chapter Leader or Designee	
Ellen Weisman	*PA/PTA President or Designated Co-President	
Rae Treuhaft	DC 37 Representative, if applicable	
Maria Osorio	Student Representative	
Rachel Saks	Student Representative	
Oghenakpabo (Po) Efekoro	Member/	
Raul Macias-Cotano	Member/	
Elisa Barsoum Losada	Member/	
Ruth Bernal	Member/	
Melissa Korotki	Member/	
David Friedman	Member/	
Naomi Harris	Member/	
Kim Banayan	Member/	

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

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 2013 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 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 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 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

Service and program coordination

1. Data will be used to provide targeted tutoring to address specific needs of students. Beginning in October, 2012 (ongoing).
2. PM school and ICU's. Starting in February, 2013 (ongoing).
3. Saturday school. Starting in November, 2012 (ongoing).
4. Monitor the quality of professional development to make staff aware of new trends and best practices. Starting in September, 2012 (ongoing).
5. Common planning time for teachers of ELL students. Starting in September, 2012 (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, 2012 (ongoing).
7. Administrators and teachers will analyze Acuity and NYSESLAT results to determine students' needs and plan to dress them. Starting in September, 2012 (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, 2012 (ongoing).

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 2013 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, PA 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

Communication to parents will be increased translations in documents that provide pertinent information on school events, celebrations, and accolades. Moreover, parents will be regularly informed of student homework on the Forest Hills High School website. Daedalus will also be used to ensure that parents are regularly informed and are able to monitor their child’s progress. We encourage parents to 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.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax	Title	Title			
X Levy	Title I	IIA	III	Grants	Other

Service and program coordination

1. Monthly “meet with Principal” meetings for parents. Starting in December, 2012 (ongoing).
2. Parent newsletter. Monthly, starting in September, 2012 (ongoing).
3. Monthly workshop for parents. Starting in September, 2012 (ongoing) during PA meetings.
4. Notification of all school events. Starting in September, 2012 (ongoing).
5. Voice mail communication will be sent home in parents’ preferred language. Starting in September, 2012 (ongoing).
6. Assistant Principals will attend PA meetings on a rotational basis. Starting in September, 2012 (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

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, 2013 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 every 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 2012 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.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

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, 2012 (ongoing).
2. Department meetings and department walk-through. Beginning in November, 2012 (ongoing).
3. Most classrooms will be equipped with a smart board, lap top and wireless internet access. (September 2012)
4. Demonstration lessons by lead teachers and/or Supervisor. Beginning in September, 2012 (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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	CASE Academy – College Academy of Skills and Enrichment	Small Group instruction, blended learning model and one to one instruction	Students meet Regents Week, February Vacation, and April Vacation for 5 full-days.
	Tutoring	One-to-one	Every day during the school day
	Special Classes. Students will be the focus of targeted instruction, differentiated instruction, and/ or AIS.	Small Group instruction, blended learning model and one to one instruction	Five days a week.
	PM and Saturday Schools	Small Group instruction, blended learning model and one to one instruction	Twice a week and on Saturdays
Mathematics	CASE Academy – College Academy of Skills and Enrichment	Small Group instruction, blended learning model and one to one instruction	Students meet Regents Week, February Vacation, and April Vacation for 5 full-days.
	Tutoring	One-to-one	Every day during the school day
	Special Classes. Students will be the focus of targeted instruction, differentiated instruction, and/ or AIS.	Small Group instruction, blended learning model and one to one instruction	Five days a week.
	PM and Saturday Schools	Small Group instruction, blended learning model and one to one instruction	Twice a week and on Saturdays
Science	CASE Academy – College Academy of Skills and Enrichment	Small Group instruction, blended learning model and one to one instruction	Students meet Regents Week, February Vacation, and April Vacation for 5 full-days.
	Tutoring	One-to-one	Every day during the school day
	Special Classes. Students will be the focus of targeted instruction,	Small Group instruction, blended learning model and one to one instruction	Five days a week.

	differentiated instruction, and/ or AIS. PM and Saturday Schools	Small Group instruction, blended learning model and one to one instruction	Twice a week and on Saturdays
Social Studies	CASE Academy – College Academy of Skills and Enrichment Tutoring Special Classes. Students will be the focus of targeted instruction, differentiated instruction, and/ or AIS. PM and Saturday Schools	Small Group instruction, blended learning model and one to one instruction One-to-one Small Group instruction, blended learning model and one to one instruction Small Group instruction, blended learning model and one to one instruction	Students meet Regents Week, February Vacation, and April Vacation for 5 full-days. Every day during the school day Five days a week. Twice a week and on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The School Psychologist works in conjunction with the SBS Team to provide services to all students that require them. The social workers at Forest Hills High School serve as the at-risk counselor for mandated as well as non-mandated students who exhibit social and emotional developmental problems.	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.	Students meet with them on regular bases; they work in conjunction with outside therapists and agencies.

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

FHHS has a historical commitment to encouraging and supporting the professional development (PD) and growth of teachers in its school community by providing high quality professional development opportunities for its teachers. FHHS will continue its current partnership with Children First Network 201 to provide and support Professional Development programs and initiatives that strengthen the skills, knowledge, and qualifications of its teachers. FHHS in partnership with CFN 201 aims to ensure that every educator has access to effective professional support and development opportunities aligned with the goals set out by the Chancellor's Expectations for 2012-2013 and Common Core Initiatives. FHHS in partnership with CFN 201 will continue to provide opportunities for teacher development that promote independent and shared reflection and leadership growth, and that enable teachers to use a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth and continuously evaluate and revise their classroom practices to improve learning outcomes. FHHS will continue to implement these strategies in order to provide our teachers with the specialized tools and training they need in order to ensure that teachers have the particular knowledge and skills they need to be effective with FHHS student population whom they served, including students with disabilities, English language learners, and other student groups at risk.

Through this work and partnership with CFN 201, FHHS aims to accelerate the flow of highly effective teachers into our school community by recruiting, training, supporting, and retaining a cadre of educators committed to improving the academic achievement of all students. These teachers will continue to be provided with intensive professional development for tiered instruction and behavioral supports to meet likely challenges, including remediating students performing significantly below grade-level, working with English language learners and students with special behavioral or emotional needs.

Forest Hills HS has developed a mentor training program to provide teachers with adequate support throughout their first years of teaching. The mentoring program is an opportunity to increase significantly the pool of effectively trained mentors and develop highly effective teaching practices of new teachers. Educators will be trained on using the Danielson Rubric as a framework to support and advance the concepts of student engagement, academic rigor, time on task and assessment. This type of mentoring program has helped to decrease the attrition rates of new teachers. Additionally, the FHHS community will continue to honor and celebrate exemplary educators. In the past this has served as a strong incentive for retaining the most highly qualified and effective educators. New assistant principals will be partnered with a mentors in order to maintain, develop, and schedule intense, sustained, and research-based professional development in pedagogy.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers;

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;
- involving parents in the planning process to review, evaluate and improve this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- discuss what my child is learning 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 promptly 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 this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

B. ELL Years of Service and Programs

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

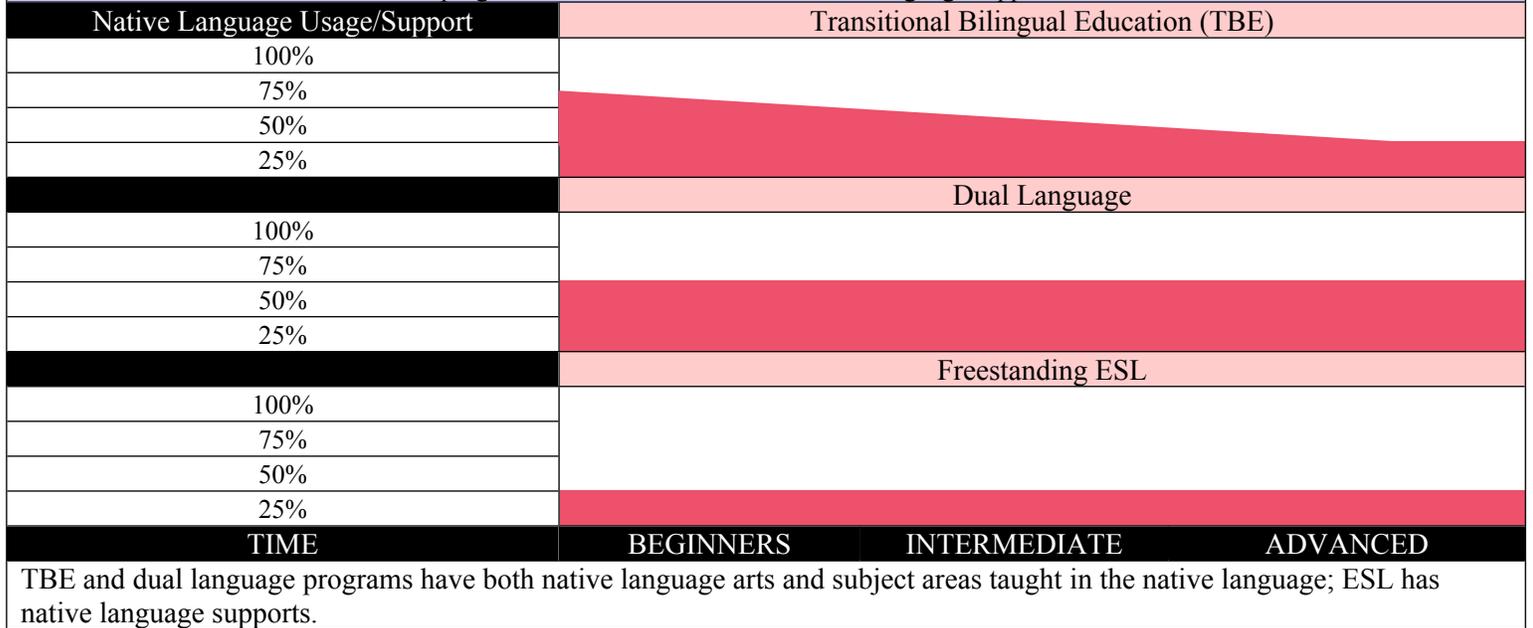
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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.

SIFEs:

SIFEs were identified by the A.P. Data and the LAB/BESIS Coordinator to the teachers and department assistant principals. Teachers used academic data (grades, credit accumulation, NYSELAT... etc) to help differentiate classroom instruction. Communication and outreach to SIFE parents/guardians will continue. School letters will be translated to the home language and translators will be available for phone conferences as well as school visits with teachers, assistant principals and guidance counselors.

MATHEMATICS

ELL students take Math classes with the general population.

Algebra

Students are encouraged to take the Integrated Algebra exam in their native language if they choose. Most ELL students opted to take the Integrated Algebra examination in their native language. According to our data, the students who elect to do this obtain stronger results. Some students cannot take the exam in their home language because it is not one of the alternate languages (other than English) offered by the State -Russian, Spanish, Chinese, Korean, and Haitian Creole. This is a major obstacle in a school where 64 languages are spoken. There are also a few students who can take it in an alternative language, but choose to take the exam in English.

The Integrated Algebra passing rate was 78.29% for all students and 73.93% for ELLs. The three largest ELL populations in our school are Asian, Hispanic and Russian. Our Asian ELL group had a passing rate of 80%. However, the percentage for Spanish was 69.26% and for Russian 71.8%, which reveals a problem with these two subgroups.

Geometry and Algebra2/Trigonometry

On the Geometry Regents examination, the passing rate for all students was 83.55%. ELL students performed at 68.6 %.

Chinese – 30 students taking the exam/ 26 passing

Russian – 25/ 15 passing

Spanish – 28/ 15 passing

Other – 51/ 25 passing

On the Algebra2/Trigonometry Regents exam, the passing rate for all students was 84.76%, while the ELL population had a 94.6% passing rate:

Chinese – 34/ 32 passing

Russian – 6/ 4 passing

Spanish – 3/ 3 passing

Other – 13/ 13 passing

These numbers show a big discrepancy in the results of Geometry –where the ELL students perform at lower rate than their non-ELL counterparts- and Algebra2/Trigonometry –where they outperform the general population. The percentage of ELL students taking the Geometry exam is significantly lower than the total percentage of students at our school who sat for the exam, while for Algebra2/Trigonometry the percentage of total ELL students taking the exam is much higher than for the total population. The explanation for this situation -using the scientific method- is that ELL students are more comfortable with Algebra than with Geometry: It is easier for them to extrapolate their previous knowledge in Algebra, a universal language, than it is for Geometry, which involves more English language. In addition, our Asian population continues on with Algebra2/Trigonometry, and the strongest math students are often those that have recently come to the United States from China.

The numbers also show that Russian and Hispanic ELLs perform lower than the rest of the ELLs, as was the case for the Algebra Regents exam. Since the Hispanic and Russian subgroups are much larger than the Asian, the limited number of students of these two subgroups taking the Geometry and Trigonometry exams also reveal that these minorities are less inclined to advance to these classes.

Alternative language exams are not available in Geometry and Algebra2/Trig. Students may use a glossary; however, glossaries are not available in all languages. When possible, exams are translated by a staff member into languages for which glossaries are not available.

This school year, a mathematics teacher is serving as the Math department's ELL point person for her Circular 6 assignment. Using ARIS

and Daedalus, a report was prepared which identified all ELLs in each teacher's classes and documented which state assessments these students have taken, their scores, absence rates last year and attendance rates so far this year. This report was given to each math teacher at the beginning of October. These data show that many ELLs had very high rates of absence compared with the total population – specifically the Spanish speaking ELLs. This is consistent with the math Regents results that show the poor results of Hispanic students. Therefore, special monitoring of this subgroup's attendance and performance will take place in the Mathematics department this year. To that purpose, the department will send letters home in different languages informing parents of their children's absences and progress. Research indicates that ELL students and families should be given information in their native languages. As in prior years, glossaries are prepared for students who need them and are in the math office. Whenever possible, teachers encourage students to sit next to students who can help them in the math classes that are all taught in English. Furthermore, when possible, ELL students are placed with a math teacher that speaks their native language. Teachers are working on differentiating instruction so that ELLs can benefit. The Math Department has a library of power point lessons for every single topic in Algebra, Geometry and Algebra2/Trig. Most teachers use power points and smart software in their class rooms. In fact, strategies that were initially devised to help our ELL students have been very successful with all of our students. Although the Mathematics department has met AYP for the past seven years with regard to ELL students, its goal is to ensure that this remains which is why we now have a math teacher who will be providing data and research on methods of assisting ELLs in the mathematics class.

Former ELLs

The report for former ELLs performance on Regents exams illustrates that Asian ELLs continue to higher level math classes while Hispanic students are not as likely to take advanced course work in mathematics. Most of our ELL population sitting for the Algebra2/Trigonometry Regents is Asian. Common Core Standards dictate that all students complete Algebra, Geometry and Algebra2/Trig. The Math Department is working on enforcing this with ELLs and all of students.

Long Term ELLs

The performance of long term ELL students in Mathematics will be examined in cooperation with the Assistant Principal, PPS, the Assistant Principal, Mathematics and the ELLs point person in Mathematics. ARIS helps identify former ELLs who are in math classes but it does not indicate the performance of Long term ELL students on Regents examinations. The next task is to find the long term ELLs in math classes – especially in advanced classes- and study their performance.

SOCIAL STUDIES

In Social Studies, ELL students are grouped in content classes together in Global Studies I, Global Studies II, American History and Participation in Government/ Economics. These classes are graded and heterogeneous by language level. This presents the teacher with both the challenge of having level 1s and 4s in the same class, as well as the opportunity to have unique grouping by language. Two years ago, we began an intensive focus to help our ELL students improve their vocabulary through the content area and achieve success on their Regents exams. Teachers have received special training and were given common planning time to develop strategies that would work with this population. This year, the Social Studies ELL teachers have begun their meetings and are going to focus on new and successful techniques to use in their classrooms. The 2010 school year saw gains by the ELL students on the Global Studies Regents exam. In the 2010- 2011 school year, there were further gains on both the US and Global Regents exams by the ELL students. On the Global Studies exam, 82% of the students who took the exam in English and 56% of the students who used the native language test passed the exam. The pass rate for the entire population was 76%.

The US History Regents has seen growth over the past few year. The rates have gone from a troubling 49% to 73% to 77% since June 2009. This is still below the school average of 84% and demonstrates the need for continued growth.

ELL Students

The success on the exam followed months of work with their teachers, special tutoring sessions, special elective weekend and afterschool programs that were offered to students preparing for the exam. In addition, after a previous planning year, the ESL teachers integrated themes from the Global Studies Scope and Sequence into their lessons. This year, we are continuing the association with the ESL teachers and they are continuing to incorporate the Global themes into their lessons. For US History and Government, we also sought out opportunities for the ELL students to improve their knowledge of the content. Several of our ELL students successfully completed a program run by Queens College that was designed for ELL students in American History. Several students have registered for the fall semester this year and we will encourage more in the spring term. We will also offer tutoring and specially designed programs for the ELL

students as they learn English and prepare for the exams.

This year, we will continue the practices put in place last year and build on the successes. Inquiry teams are continuing their focus on success on the Global and US exams and will continue to examine the data on the ELL subgroups. The students in all HA and HB classes take uniform quizzes and exams, and the results are shared with all teachers, who use the data to inform their instruction. Teachers will continue to be trained in techniques that work with ELL students, have common planning time when possible and complete intervisitations. Students will be focused more on writing and will take part in the monthly department wide assessments planned throughout the year. Special texts and teacher materials were purchased over the last two years and are available for teacher use. These materials include leveled reading texts as well as materials designed to allow for group work and differentiated assignments according to ability.

Former ELLs

Former ELLs are identified for all teachers via ARIS. Teachers are asked to develop a plan for these students to assist them with their continued language acquisition. Tutoring is offered, and support materials made available.

SIFE and Long-Term ELLs

SIFE and Long-term ELL were identified by the AP Data and ESL coordinator to the teachers. The results and breakdown of the NYSELAT exam were also shared, so the teachers could make individualized plans that meet the needs of each of their students. Outreach to these students will continue.

SCIENCE

Living Environment

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

A total of 948 students took the Living Environment Regents exam during June 2011. Out of this population, 115 ELL students took this exam, which represents 12% of the population. 78 of these students passed the exam with a score of 65 or greater, which translates to a 69% pass rate. The general population had a scholarship of 86%. This means that the ELL pass rate is lower than the general population and reflects the need to assist the ELL population. This number is nearly consistent with the previous year's ELL pass rate of 70%. 37 students failed the exam, which translates to a 32% fail rate. A total of 55 students out of the 115 ELL students chose to use a translated version of the exam. Out of the 22 students that elected to use the Chinese version of the exam, 20 of them passed. Out of the 2 students that elected to use the Korean version of the exam, both of them passed. Out of the 20 students that elected to use the Russian version of the exam, 10 passed. Out of the 11 students that elected to take the Spanish exam, 5 passed. Based on this data, the Asian ELL students had a higher achievement compared to their Russian and Spanish counterparts. This means that the Russian and Spanish ELL students require more assistance in preparation for the exam.

Earth Science

During year 2010-2011, 59 ELL students were grouped together for the first time, into two Earth Science classes, which followed a one-year course sequence.

A total of 577 students took the June 2011 Earth Science Regents exam, with a pass rate of 76%. Of this population, 73 ELL students took this exam, which represents 13% of the population. The pass rate for ELL students (65+) was 63%, which is lower than the pass rate for the general population. However, it is still a 7% improvement from the previous year's ELL pass rate. The increase in pass rate can be attributed to the grouping of ELL Earth Science students. The fail rate was 37%. Translated versions of the exam were offered this year, which might account for part of the reason why the pass rate improved for the ELL population. Out of the 8 students that elected to take the Chinese version of the exam, 6 passed. Out of the 1 student that elected to take the Korean version of the exam, 1 passed. Out of the 8 students that elected to take the Russian version of the exam, 5 passed. Out of the 13 students that elected to take the Spanish version of the exam, 9 passed. Based on the data, most of the students that used a translated version of the exam passed. Therefore, we will continue to encourage students to use available translated versions of the exam.

Chemistry

A total of 529 students took the June 2011 chemistry exam with a pass rate of 75%. Out of this population, a total of 45 ELL students took

the exam, which represents 9% of the total population that took the exam. The pass rate for ELL students (65+) was 73%, which is slightly lower than the pass rate for the general population. And the fail rate was 27%. Translated versions of the exam are not offered.

ELL Students

ELL Science classes have been created for Living Environment and Earth Science. The ELL Living Environment students follow a 2 year course sequence, which will allow more time for students to learn science concepts while learning language skills. ELL Earth Science students follow a 1 year sequence. For the 2011-12 school year, there are a total of 125 ELL students in 4 Living Environment classes. We are continuing to offer 2 ELL Earth Science classes for 61 students.

The ELL Science teachers will continue with their inquiry team to research effective instructional strategies for our ELL students. They will use ARIS to access data for these students. The teachers will also be trained on differentiated instructional strategies for ELL students. Teachers will also be provided with opportunities to attend workshops on how to effectively teach ELL Science students.

Former ELLs

Teachers will be trained on how to use ARIS to identify the former ELLs. They will use data for the former ELL students to provide these students with differentiated instruction. Teachers will also be trained during monthly departmental meetings.

Long-Term ELLs and SIFEs

Teachers will be trained on how to use ARIS to identify the long term ELLs. They will use data for the long term ELL students to provide these students with differentiated instruction. Teachers will also be trained during monthly departmental meetings.

FOREIGN LANGUAGES

The school's passing rate in Foreign Language Regents is 98% (97% in Spanish, and 100% in French, Italian, Hebrew and Chinese), while ELLs' scholarship is 100%. This situation reflects the fact that many ELLs take the exams in their own native language, which helps them academically. It also reflects that ELLs do not show significant difficulties in the Foreign Language classes, since the use of English in these classes is limited and therefore ELLs are in similar learning conditions than the rest of the student population.

Most students who are in the ESL program do not have space in their program to include a foreign language class, since they are required to take two or three English classes depending on their ESL level (one or two ESL and one English class). This means that the number of ELLs in non-native Spanish, French or Italian classes is low. To provide these students with an opportunity to take a class in the Foreign Language Department, the Spanish (native track) and Chinese (Regents and AP) classes are exclusively for native students, irrespective of their ESL status (many of them have tested out of ESL in previous years). Most students in the Hebrew class are also native speakers. As much as possible, English translation is avoided in the Foreign Language classes, and the frequent use of visuals and interactive situations allows ELLs to follow the classes without significant difficulties. Language teachers have ample experience in teaching techniques for students who don't master the language taught in class. The language class frequently helps ELLs complete gaps or enrich their vocabulary in English. The Foreign Language Department regularly works in close collaboration with the ESL and English Departments to assist these students in bridging the gap between their native language and English.

Native language arts are a linguistic reinforcement that benefits ELLs. A deep knowledge of their first language facilitates the acquisition of a second language (in this case, English). There is a clear correspondence between students in the highest levels of Spanish, Chinese or Hebrew, and a higher performance in the English-based classes like Social Studies or Science, not only because these students may be academically stronger but also because their command of linguistic structures is sounder. Therefore, the Foreign Language Department plans on strengthening the native language programs. A new Chinese program was created this year. This program serves Chinese-speaking students, who can take Advance Placement or Regents preparatory classes, depending on their literacy level. For Chinese-speaking students who don't master reading/writing abilities, a beginners class is offered too. Since the newly hired Chinese teacher has a bilingual license and ample experience in ELL services, this program is helping students not only with Chinese literacy development but also with cultural and linguistic difficulties that the students may have in other content areas. The Department long-term plans include the creation of a Russian program mainly aimed at serving the Russian-speaking student population.

Many ELLs and former ELLs take the Regents exams in their native language, and thus are able to obtain an Advanced Regents Diploma.

Former ELLs

Former ELLs have gone through the experience of learning a second language (English) to the point of succeeding and being competent enough to follow English mainstream classes. Most of them can only take a foreign language after they lose their ELL status. Contrary to

what many people may think, learning a third language is not a major difficulty for these students, at least in the initial levels. The problem with these students is that frequently they do not have enough time to complete the three years required to take the Regents exam. Most of these students can take the Regents exams in their native language (whether the State Regents exams or the Regents exams in Languages Other Than English offered by the City of New York), and thus be able to obtain an Advanced Regents Diploma.

Long-Term ELLs

Long-Term ELLs show certain patterns of interrupted education (SIFEs), academic inconsistency (e.g. long term absentees) or simple difficulty in language acquisition. The first two cases require interventions that are beyond the scope of the Foreign Language Department. The last one, however (difficulty in language acquisition), is directly related to the area of linguistic ability. For these students, our programs of native language arts constitute an excellent opportunity to both reinforce academic and linguistic strength, and give them some credits towards graduation. The Foreign Language Department works in close collaboration with the ESL and English Departments to assist these students in bridging the gap between their native language and English. Curriculum alignment and unified efforts in linguistic intervention strategies help these students.

SPECIAL EDUCATION

As in previous years, all students who are designated IEP students as well as ELL students have been programmed for the appropriate ESL classes according to their NYSLAT scores, IEPs, teacher recommendations and student scholarship. Alternate placement language paraprofessionals continue to work with these students as mandated on their Individual Educational Plans. Students are also provided tutoring services. Teachers in all content areas along with ISS teachers will be trained in techniques and methodologies that work with ELL students and if possible have common planning time and conduct inter-visitations. Department heads will also collaborate with curriculum building and adaptations to help ELLs succeed in content areas, revisit and revise current curriculums, focus on skill building, vocabulary and cultural diversity.

All ISS/ELL students are required to participate in all state assessments. In order to assist these students, when applicable these exams are ordered in their native languages, glossaries are provided and translators are available as stated on their Individual Educational Plan. Students are provided tutoring through Title III and school wide tutoring.

Also in preparation for these exams, ISS/ELL students are programmed for two year sequence courses of Algebra, and Living Environment. Support classes for Global History and US History are also in place.

Former ELLs can be identified through ARIS. Teachers are trained on Professional Development Days and during Departmental meetings on data collection and how to implement this data into their planning and classroom lessons. Former ELLs, even though have passed their NYSLAT exam, still require assistance. Furthermore, these students will continue with their alternate placement paraprofessional as mandated in their IEP when applicable. Teachers will continue to work alongside the ESL Department as well as content area Departments. Supplemental materials, graphic organizers, curriculum mapping, study skills will be used as well as the use of technology. Differentiated instruction is used to assist these students with skill building, vocabulary, and cultural diversity. The ISS teachers, when possible will attend ESL Department meetings as well as Professional Development Meetings/Conferences.

Regarding the ISS students who are labeled Long Term ELLs, a large majority of them are English speaking students. They remain ELLs due to the fact that their Learning Disabilities impede their success on the NYSLAT exam, not their language deficits. These students are deficient in their native language as well as in English strictly due to their Learning Disability; most do not even speak their home original language.

As with any ISS student as well as the ELL student, the ISS teachers make every effort to differentiate instruction to meet the needs of all students they serve by incorporating the use of the smart board, out lining, variety of material with different reading levels, the use of graphic organizers, hands on lessons and small group instruction.

The following list is true of teachers planning for all three categories of ISS/ELL students.

Professional Development for teachers who service ELLs.

Inter-visitations among Instructional Support Teachers and ESL teachers and other content areas serving ELL students.

NYSLAT Tutoring

Regents Tutoring across the curriculum

Curriculum Development

Individualized Instruction

Student Pairing- English speaking students with ELLs

Differentiated Instruction
Common planning time.
Tutoring services.
Inquiry Teams to track student progress.

HEALTH AND PHYSICAL EDUCATION

The scholarship data for Health & Physical Education classes indicates that at the end of the first marking period of the 2011-2012 school year, the overall passing rate is 82.61%. However, ELLs only had a passing rate of 71.34%. The lower scholarship of ELLs will be addressed in several ways. All Health & Physical Education teachers will use ARIS to identify the ELL and former ELL students in their classes. By identifying these students, teachers will be able to better address the needs of the students. Health teachers are forming an inquiry team to discuss differentiated instruction with this group of students. In all of Health & Physical Education classes, teachers try to pair up the student with another student who speaks their language. Teachers will continue to monitor this group and have monthly discussions at department meetings. We follow established routines for taking attendance, warm-ups and activities so the SIFE students have an easier time getting acclimated to their environment. There are adaptive PE classes to accommodate the needs of students, including ELLs identified as having special needs. Teachers use modeling and visual images, in addition to just the spoken word, to reinforce concepts being taught.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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.

ENGLISH

The Assistant Principal, Supervision English, will coordinate all Professional Development Activities. All English teachers will continue to meet within the English Department to discuss curriculum development, analysis of current data, and student progress. When available, English teachers will attend NYCDOE as well as private staff development on ELL teaching strategies and data analysis. English teachers are also encouraged to visit ELS classes and implement ESL techniques into their lessons.

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
- 2) Vary math instruction and provide interesting problems
- 3) Teach math vocabulary
- 4) Pause frequently
- 5) Paraphrase often
- 6) Emphasize key ideas and vocabulary through intonation
- 7) Write key terms and concepts on the board
- 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.

SCIENCE

The Assistant Principal, Supervision Science, will coordinate all Professional Development Activities. ELL Science Teachers will continue with their inquiry team to research effective strategies that will address the unique needs of ELL students. Teachers will share best practice to provide differentiated instruction to their students. There will also be teacher training on ARIS to identify the data of ELL students. The Assistant Principal will also utilize a professional development day to provide teachers with material that will assist them in teaching science to ELL students. Intervisitation between ELL Science teachers and ESL teachers will also be encouraged.

FOREIGN LANGUAGE

The Assistant Principal, Supervision Foreign Language, will coordinate all Professional Development Activities. Foreign Language teachers will meet regularly on professional development days to analyze the situation of ELLs in the department (both in regular classes and in native language arts). Foreign Language teachers will integrate the use of data from ARIS and from the ESL Department to assist them in their approach to these students. It is an ongoing policy of the Foreign Language department to invite teachers to attend training sessions about ELLs provided by the NYCDOE, BETAC and other institutions. Intervisitations with teachers in other departments, mainly ESL, English and Social Studies are programmed, so that teachers can know other content areas and better assist ELLs in their classes.

SPECIAL EDUCATION

Teachers in all content areas along with ISS teachers will be trained in techniques and methodologies that work with ELL students and if possible have common planning time and conduct inter-visitations. Department heads will also collaborate with curriculum building and adaptations to help ELLs succeed in content areas, revisit and revise current curriculums, focus on skill building, vocabulary and cultural diversity. Teachers are trained on Professional Development Days and during Departmental meetings on data collection and how to implement this data into their planning and classroom lessons. The ISS teachers, when possible will attend ESL Department meetings as well as Professional Development meetings/conferences.

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.

Correspondence specific to FHHS is done in Chinese, Hebrew, Russian and Spanish. Translation funds are used for translators for parent meetings, workshops and conferences. Telephone calls are made in Chinese, Hebrew, Russian and Spanish.

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.

The needs of the parents/guardians are evaluated during the intake process by the guidance counselors and the LAB/BESIS Coordinator and during the interview process by the AP PPS. During subsequent meetings, the guidance counselors monitor the needs of the parents/guardians and suggest ways how the school can address these needs.

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.

The College 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. Assistance in the college application process as well as the financial aid process will be an integral part of these meetings.

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

Additionally the guidance counselors work with the following agencies to assist parent/guardians and students:

- Afghan Immigrant Islamic Center in New York (family & housing)
- Riverside Adult Learning Center (employment & social)
- Armenian Cultural Association (employment & housing)
- Korean American Association of Flushing (employment & language)
- Asian American Mental Health Services (mental health counseling)
- Chinese American Planning Council (multi-service)
- Chinese Immigrant Services/Auntie Wu's Hotline (Acculturation & Family)
- Chinese Parent/guardian's Association of Queens, Inc. (Acculturation)
- Hellenic American Neighborhood Action Comm., Inc. (Greek multi-service)
- St. Demetrios Church of Astoria
- Haitian Americans United for Progress (multi-service)
- Federation of Italian-American Societies of Queens (social & immigration)
- National Council of Women of Ecuador
- Polonians Organized to Minister to our Community (multi-service)
- Russian Service Center for Russian Immigrants (multi-service)
- Jewish Community Council of the Rockaways (social services and information & referral)
- Committee for Hispanic Children & Families
- Queens Borough President/Queens College Translation Center
- Legal Aid Society - Immigration Counselor
- Victim Services Agency/Travelers Aid

Multi-Ethnic

- The Door
- Covenant House
- Central Queens Y
- Queens Community House
- Catholic Charities
- Bukharian Teen Lounge

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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		

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)
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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Forest Hills High School	DBN: 28Q440
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 1

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 2012 – 2013 is a supplemental program that will focus on strategies to achieve the goal stated in the Comprehensive Educational Plan of 2012 – 2013: 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 and Instructional Expectations.

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 lower 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. The Title III plan targets students who failed or who are scheduled to take the ELA Regents in January and June because Limited English Proficient students did not meet its Adequate Yearly Progress (AYP) in the ELA Regents. ELLs also fail at a higher rate than non-ELLs in the Global Studies and U. S. History and Government Regents. Based on this analysis, Title III classes will focus on English language development focusing on Tier II words, academic language and functional language using alternative text sets. In addition to targeting ELL students who have to take the English and SS Regents, long-term ELL students and students who need additional support based on their report card grades and NYSESLAT scores will also be targeted.

Instruction will utilize a blended learning approach which combines face to face classroom methods with computer mediated activities to form an integrated instructional approach.

Based on the needs of the students, classes will be scheduled before and after the students' school day and on Saturday if the school holds a Saturday Academy. AM and PM classes will be held two to three times a week. Saturday classes will be held as part of the Saturday Academy. If schedules allow, push-in services will be also be utilized. These classes will be taught by certified ESL and content area 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. Software applications will be used as part of the blended learning approach. This is in addition to standard classroom supplies and materials.

Part C: Professional Development

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.

In ESL, ELL students are programmed based on their NYSESLAT scores. 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. This presents the teacher with both the challenge of having Beginning, Intermediate and Advanced ESL level students in the same class. 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 II words and an inability to unlock historical and literary 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.

Professional development will be provided and received by the ESL and Social Studies teachers of ELL students. As a result of the professional development, teachers will meet share, collaborate and develop new and enhanced programs for newcomers, SIFE and Long-term ELLs and will improve the teaching and learning in core subject areas. 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 Social Studies curriculum 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

Part D: Parental Engagement Activities

children to meet high school requirements and to ensure college readiness.

Guidance Counselors will hold workshops/meetings/small group meetings for each language group, Spanish, Chinese and Russian. The topics of the workshop/meetings/small group meetings 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. College Counselors will hold a meeting/workshop for parents/guardians of ELLs. The topics will include How to Begin the College Application Process. All workshops/meetings/small group meetings 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 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: \$42752

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$42752

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		