

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: FOREST HILLS HIGH SCHOOL
DBN (i.e. 01M001): 28Q440
Principal: SAUL GOOTNICK
Principal Email: SGOOTNI@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: GERARD BEIRNE

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|-------------------------------|--|-----------|
| Saul Gootnick | *Principal or Designee | |
| Adam Bergstein | *UFT Chapter Leader or Designee | |
| Taraneh Sabouri | *PA/PTA President or Designated Co-President | |
| Rae Treuhaft | DC 37 Representative, if applicable | |
| Zak Famon Yasmina Merzouky | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Neil Rosenblatt | Member/ Assistant Principal | |
| Naomi Harris | Member/ Teacher | |
| Kim Banayan | Member/ Parent | |
| Angela Munna | Member/ Parent | |
| Patricia Maheca | Member/ parent | |
| Elisa Barsoum Losada | Member/ Parent | |

**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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

After reviewing our school report card it was found that our ELL subgroup has been underperforming for the past five years. By June 2015, credit accumulation of ELL students will be increased by 2% through improved differentiated instruction, alternative means of assessment and support services. For SY 13-14, our ELL students had an average scholarship rate of 84.8, compared to 89.6 for the entire school. Our goal is to increase overall and ELL numbers by 2-3 points.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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 and Peer 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:

- Increase student engagement by providing multiple avenues of learning
- Improving ELL and students with disabilities' performance in ELA.
- Improve ELL 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

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

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

1. Modification existing / creation of additional cross-disciplinary school wide teams to focus on increasing student engagement and multiple entry points.
2. Creation / modification of curriculum that promotes language development of ELLs, with a primary focus on increasing student engagement, as well focusing on their subject-specific academic needs
3. Integration of subject-area content in ELL classes

4. Professional development opportunities will be made available to all staff dealing with ELL students including, but not limited to ELL teachers, subject-class teacher, counselors, and building administrators
5. PM, Saturday School and afterschool tutoring programs
6. Weekly newsletters sent to parents of ELL students in their native language to inform them of upcoming issues, including, but not limited to guidance events, special performances, tutoring and extra-help sessions

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

1. ELL specialist; subject area teachers who teach English Language Learners; counselors who specialize in the needs of ELLs; school administration, including, but not limited to the assistant principals of English, Foreign Language, and Guidance.
2. ELL teachers; English language teachers; subject-area teachers
3. ELL teachers; subject-area teachers
4. Teachers identified as needing / wanting professional development. In house staff capable of delivering said PD. Outside agencies including, but not limited to network level support, will be used to provide additional support as needed.
5. ELL teacher; subject area teachers; building administration as needed.
6. Guidance counselors; translation specialists; COSA

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

1. Analysis of school data will be ongoing, and will include, but not be limited to: school report cards (October 22, 2014, December 8, 2014, February 3, 2015, March 25, 2015, May 4, 2015, June 26, 2015), student meeting with counselors (ongoing), individual teacher feedback.
2. Results of NYSESLAT exams will be analyzed to identify students in need of the most support. Formative and summative assessments, in addition to department quarterly exams (November 2014, April 2015), midterms (January 2015), Regents exams (January 2015) and final exams (June 2015) will be used to monitor student progress, identify academic areas of concern, and students in need of additional assistance. Regents data June 2015 will be used to structure programs for the 15-16 school year
3. Formative and summative assessments (see above)
4. Staff members attending professional development session will be given the opportunity to turnkey information at department and faculty meetings. Materials will be reviewed by associated staff, adapted, and implemented
5. Formative and summative assessments, in addition to department quarterly exams (November 2014, April 2015), midterms (January 2015), Regents exams (January 2015) and final exams (June, 2015) will be used to monitor student progress, identify academic areas of concern, and students in need of additional assistance. In addition, teacher recommendation will be considered.
6. Attendance will be taken at events; analysis of calls received by guidance to determine increased / decreased involvement of parents of ELL students.

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

1. Ongoing, beginning October 2014 and extending through the end of the school year.
2. Ongoing, beginning September 2014 and extending through the end of the school year.
3. Ongoing, beginning September, 2014, and extending through the end of the school year.
4. Ongoing, beginning September 2014, and extending through the end of the school year
5. Saturday school – beginning October 2014 and extending throughout the school year. After school tutoring programs to begin October 2014, and extend through the end of the school year. PM school to begin November 2014, and extend through the end of the school year.
6. Ongoing, beginning September 2014, and extending through the end of the school year

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

1. Common planning time will be provided, where involved staff will align curriculum; plan integrated, cross-content projects; address student concerns; and monitor student progress.
2. Common planning time will be provided in order to analyze results and create action plans for involved students.
3. Common planning time will be provided to allow ELL and subject specific teachers to work together integrate subject content into ESL classes.
4. Common planning time will be provided to allow turnkey of ideas. Time will be set aside during monthly faculty conferences and department meetings to share out best practices. In house workshops may be scheduled during Chancellor's conference days, or after school hours.
5. Saturday school and PM School candidates will be identified by ELL teachers, guidance counselors and administration. Teacher recommendations will be used for afterschool tutoring programs.
6. Homes where English is not the primary language will be identified using ATS. Letters communications will be prepared by guidance counselors / other interested parties, and translated into native languages.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 child's literacy development, regardless of their language, education, or literacy level. Parents who speak little or no English can contribute to their child'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.

Budget and Resource Alignment

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

| xx | Tax Levy | | Title IA | | Title IIA | xx | Title III | | Set Aside | | Grants |
|----|----------|--|----------|--|-----------|----|-----------|--|-----------|--|--------|
|----|----------|--|----------|--|-----------|----|-----------|--|-----------|--|--------|

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

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Goal and Action Plan #2

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

Annual Goal #2

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

After conducting our needs assessment, the SLT found that parents' participation and involvement is limited. As a result, by June 2015 parent school involvement will be increased by 5% to enable parents to better support students' goals and academic achievement throughout the school year. During the 2013-14 school year, attendance at Parent's Association meeting was approximately 5%. By the end of the 14-15 school year, we hope to be at 10% participation

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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 our 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 suggests 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 strand 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

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

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

1. Use of the parent's preferred language for content that will be backpacked home including, but not limited to school newsletters, announcements about upcoming events, invitations to school performances.
2. Publication of a parent newsletter
3. Notification of school events via school website and voice mail communications
4. Assistant Principals will attend PA meetings on a rotational basis to keep parents informed of key events, instructional and operational pieces within the school

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

1. Bilingual interpreter; Guidance counselors
2. Bilingual interpreter; administration
3. Technology coordinator; computer technicians; guidance counselors
4. Building administration; Executive Board of Parent Association

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

1. Using student information taken from ATS with regard to home language, we will monitor if there is an increase in parental involvement
2. Based on information provided in the parent newsletters, has the school seen an increase in the number of phone calls / attendance at events from this sub-group.
3. Monitoring attendance at school events; monitoring and analysis of calls / meetings made by parents to guidance counselors
4. Assistant principals will be able to hear and address parent concerns directly. Suggestions / feedback may be incorporated as needed / wanted

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

1. Ongoing, beginning September, 2014 and extending through the end of the school year. Key dates to monitor include, but are not limited to: Parent Teacher conferences (October, 2014, March 2015); Parent Association Meetings (monthly); responses to attempts at academic intervention services (ongoing)
2. Ongoing, beginning September 2014, and continuing through the end of the school year.
3. Ongoing, beginning September 2014, and continuing through the end of the school year
4. Ongoing, beginning September 2014, and continuing through the end of the school year

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

1. Using ATS, involved families will be identified. In house translators will be used when available. When necessary, requests will be put in for the DOE to provide outside support.
2. Money to be set aside to offset costs of publication of parent newsletter.
3. Upload of student / parent information to School Messenger software program; communication of school events to school technology coordinator to be posted on school website – www.foresthillshs.org
4. Building administration will determine which AP's will attend during what month

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment

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

| xx | Tax Levy | Title IA | Title IIA | xx | Title III | Set Aside | Grants |
|----|----------|----------|-----------|----|-----------|-----------|--------|
|----|----------|----------|-----------|----|-----------|-----------|--------|

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

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Goal and Action Plan #3

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

Annual Goal #3

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

The needs assessment also showed the continued need to use technology as an instructional tool to engage student's learning. By June, 2015, the use of technology in ELL and SWD classes will be increased by 10%. As of September 2014, 85% of our classrooms had fully functioning interactive white boards and laptops. We hope to increase that number to 95%. Furthermore, based on observations from the 2013-2014 school year. We found that approximately 90% of the staff was using technology in their classroom at least twice a week. By the end of the school year, we would like to see usage at least 3 times / week

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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. Furthermore, research has shown that a technology driven classroom much more effectively reaches students with disabilities 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

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

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

1. All existing technology will be assessed. Repairs will be made where possible. Replacements will be purchased in other cases.
2. School will look into purchasing an email domain name for all students, staff, and parents. This will allow for an increased level of communication between all constituents in the school building.
3. Purchase of educational software (Discovery Education, Safari Montage) to provide additional support materials for ELLs and SWD.
4. Professional development opportunities will be offered to teachers of ELLs and SWDs to enhance their ability to infuse technology into their teaching.

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

1. Computer technicians; subject area teachers; assistant principal, organization
2. Computer technicians; building administration
3. Computer technicians; building administration; teachers of ELLs and SWD; outside organizations to provide training (if needed)
4. ELL / SWD teachers; outside organizations (TEQ, etc.)

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

1. Computer technicians will conduct ongoing building assessments; teachers will provide ongoing feedback; administration will act accordingly.
2. Once in place, a survey will be sent out to teachers before the program launch. Teachers will answer some basic questions regarding communication with students and parents electronically. A follow-up survey will be sent out in May. Results will be analyzed to determine success / failure of the initiative.
3. In class pre and post unit assessments will be used to determine if the infusion of technology has been successful in improving in class performance of ELLs and SWD.
4. Observations by supervisors to determine if there has been an increased or enhanced use of technology in the classroom

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

1. Ongoing, beginning in September, 2014, and continuing throughout the school year.
2. Email domain should be in place by January, 2015. Surveys to be completed in January 2015 and May, 2015.
3. Ongoing, beginning in September, 2014, and continuing throughout the school year.
4. Opportunities to be provided as available. On site training from TEQ to begin October, 2014, and continue through March, 2015

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

1. Time will be set aside on a weekly basis for school computer technicians to survey the building, and then report back to building administration.
2. Electronic interactions will be monitored through our server to determine how frequently it is being used / accessed.
3. During department conferences, time will be set aside to discuss successes / areas of concern with regard to using technology in the classroom. Several teachers from all departments will be selected to participate in professional development, and turnkey information during department meetings.
4. Teachers will be provided with coverages as needed to attend professional development sessions; Teachers attending these sessions will be given an opportunity to turn key at monthly department conferences.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

| xx | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|----|----------|----------|-----------|-----------|-----------|--------|
|----|----------|----------|-----------|-----------|-----------|--------|

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

| | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|----------|----------|-----------|-----------|-----------|--------|
|--|----------|----------|-----------|-----------|-----------|--------|

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

| | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|----------|----------|-----------|-----------|-----------|--------|
|--|----------|----------|-----------|-----------|-----------|--------|

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

Academic Intervention Services (AIS)

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

Description

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

| | | | |
|---|--|--|---|
| | <p>PM and Saturday Schools</p> <p>Summer Enrichment- focused support for ELLs in language acquisition through the lens of Social Studies.</p> <p>School year Title III program focused support for ELLs in language acquisition through the lens of Social Studies</p> | <p>Small Group instruction, blended learning model and one to one instruction</p> <p>Small Group instruction, blended learning model and one to one instruction</p> | <p>One day during the week and on Saturdays</p> |
| <p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p> | <p>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</p> | <p>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.</p> | <p>Students meet with them on regular bases; they work in conjunction with outside therapists and agencies.</p> |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q440 School Name: Forest Hills High School

Cluster: 05 Network: 536

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, RPOB, is generated and reviewed to determine the home languages of students. Informal assessment is also conducted. Administrators, supervisors, teachers, PPS staff, 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, RPOB, 72 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 22%, Russian 13% and Chinese 7%. 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 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 Spanish, Russian, Chinese and Korean. Spanish and Chinese translators are available for meetings with parent/guardian. Spanish, Russian, Chinese and Korean speaking staff members make phone calls to parents/guardians 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>.

Chancellor's Regulations A-663 are emailed to and reviewed by all administrators and supervisors to fulfill parent notification requirements for translation and interpretation services. Parents/guardians in need of language access services are not prevented in 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|---|-----------------------|--------------------------|
| District 28 | Borough Queens | School Number 440 |
| School Name Forest Hills High School | | |

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|--|---|
| Principal Saul Gootnick | Assistant Principal Raul Macias-Cotano |
| Coach N/A | Coach N/A |
| ESL Teacher Anna Cho | Guidance Counselor Maria Caamaño |
| Teacher/Subject Area Martina Grant | Parent Ruth Bernal |
| Teacher/Subject Area N. Anastasiadis | Parent Coordinator N/A |
| Related Service Provider Barbara Cali | Other Eduardo Rodriguez |
| Network Leader(Only if working with the LAP team) Gerard Beirne | Other Sally Young, A.P. |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|-----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 5 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 1 | Number of teachers who hold both content area and ESL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 20 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 2 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|------------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 3822 | Total number of ELLs | 337 | ELLs as share of total student population (%) | 8.82% |
|--|-------------|----------------------|------------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

| | | | |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <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 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 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 | 337 | Newcomers (ELLs receiving service 0-3 years) | 191 | ELL Students with Disabilities | 88 |
| SIFE | 23 | ELLs receiving service 4-6 years | 84 | Long-Term (completed 6+ years) | 62 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 191 | 12 | 7 | 84 | 10 | 34 | 62 | 1 | 47 | 337 |

| ELLs by Subgroups | | | | | | | | | | |
|--|------------|-----------|------------------|-----------|-----------|------------------------------------|-----------|----------|-----------|------------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 191 | 12 | 7 | 84 | 10 | 34 | 62 | 1 | 47 | 337 |
| Number of ELLs who have an alternate placement paraprofessional: _____ | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|-----------|-----------|------------|
| Spanish | | | | | | | | | | 55 | 42 | 18 | 10 | 125 |
| Chinese | | | | | | | | | | 14 | 14 | 6 | 11 | 45 |
| Russian | | | | | | | | | | 17 | 23 | 10 | 23 | 73 |
| Bengali | | | | | | | | | | 2 | 0 | 1 | 1 | 4 |
| Urdu | | | | | | | | | | 1 | 1 | 0 | 0 | 2 |
| Arabic | | | | | | | | | | 4 | 5 | 1 | 1 | 11 |
| Haitian | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| French | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Korean | | | | | | | | | | 0 | 0 | 1 | 1 | 2 |
| Punjabi | | | | | | | | | | 0 | 1 | 1 | 0 | 2 |
| Polish | | | | | | | | | | 1 | 0 | 0 | 0 | 1 |
| Albanian | | | | | | | | | | 1 | 0 | 0 | 0 | 1 |
| Other | | | | | | | | | | 13 | 21 | 16 | 21 | 71 |
| TOTAL | 0 | 108 | 107 | 54 | 68 | 337 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|-----------|-----------|------------|
| Beginner(B) | | | | | | | | | | 20 | 17 | 5 | 7 | 49 |
| Intermediate(I) | | | | | | | | | | 36 | 38 | 15 | 36 | 125 |
| Advanced (A) | | | | | | | | | | 52 | 59 | 27 | 25 | 163 |
| Total | 0 | 108 | 114 | 47 | 68 | 337 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

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

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 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 (SWD) | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

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

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 91 | | 44 | |
| Integrated Algebra | 167 | 5 | 108 | 5 |
| Geometry | 56 | 0 | 29 | 0 |
| Algebra 2/Trigonometry | 16 | 0 | 6 | 0 |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | 29 | 0 | 24 | 0 |
| Earth Science | 98 | 26 | 66 | 15 |
| Living Environment | 169 | 4 | 124 | 1 |
| Physics | 22 | 0 | 16 | 0 |
| Global History and Geography | 140 | 63 | 98 | 43 |
| US History and Government | 88 | 35 | 62 | 18 |
| Foreign Language | 28 | | 27 | |
| 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 | | | | | | | | |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In the last two years there has been a significant decrease in the number of ELLs who scored beginner or intermediate in the NYSESLAT

exam, and a dramatic increase of ELLs who scored Advanced and Proficient. Usually, about 70 students scored Proficient in the NYSESLAT every year, with very few SWDs passing this exam. Last year, the number was 92, including 13 SWDs who passed the exam. This improvement in results is attributed to several changes in our ESL program:

- The teaching methodology was changed to adapt it to Common Core Standards. Instead of teaching English language in isolation, we opted for teaching ESL through content areas, mainly Social Studies, English and Science. Interdisciplinary teaching through content area texts is now usual in ESL.
- Common planning time for teachers was included as part of the ESL program. All ESL teachers now have one period a day for common planning time as their Circular 6 assignment. To make it easier, the school designated a separate workroom exclusively for ESL teachers, where they meet daily during one period. This time can be devoted to meeting with other ESL teachers (daily) or with content area teachers (normally once a week).
- Placement of students is done strictly by NYSESLAT or LAB-R results, as per regulations.
- The program was totally revamped to differentiate between students who need literacy (reading and writing) or fluency (listening and speaking). In the Intermediate and Advanced levels, Literacy and Fluency classes were created to offer the students the skills that they most need according to their NYSESLAT or LAB-R scores. We are just beginning to see the benefits of this distinction.
- CTT classes were created to give a more suitable environment to SWDs. Special Education teachers work in these classes in collaboration with an ESL teacher to provide ESL/SWDs with specific instruction.
- The format of the NYSESLAT exam was changed. In the past, students took the exam in their respective ESL classes. Last year, all ESL students took the exam in one single location (one of the school gyms). Many teachers were assigned to proctoring the exam (not only ESL teachers). Several Assistant Principals were proctoring the exam too. This new setting was much more formal and made the students more conscientious about the exam, especially some long-term ELLs who may sometimes not take it seriously.

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

For the last two years, our ESL program differentiates between Literacy (reading/writing) and Fluency (listening/speaking) classes. We offer our students the skills that they most need, strictly based on NYSESLAT and LAB-R results. Literacy teachers don't neglect fluency aspects, and vice versa, but the focus is on the modalities where the students scored the lowest. Unfortunately, the RNMR ATS report did not show these modalities in 2013, for which the LAB/BESIS Coordinator and the Program Office had to make all the calculations manually. As the year before, students were placed in the Literacy or Fluency classes as per the NYSESLAT modalities.

Based on our last NYSESLAT results and the teachers' comments, it seems that this new way of programming is yielding good results. FHHS AMO Status Estimates based on Spring 2013 NYSESLAT show that the school is making clear progress in AMAO 1 ("advancing one overall proficiency level on the NYSESLAT between two administrations, or making a total scale score gain of 43 points for those students who maintain the same proficiency level between two tests administrations, or scoring at or above the intermediate level for those students with one data point"), AMAO 2 (number of students scoring Proficient in the NYSESLAT), and AMO 3 (ELLs' AYP in ELA and Math). Out of 384 NYSESLAT test takers, 249 (64%) made progress in English Language Acquisition. While we consider this an acceptable percentage that made the school reach AYP and AMAO 1, we aim at obtaining even better results this year by closely monitoring our students' progress. The AMAO projections for future years are positive, and only AMAO 1 reveals some risk.

Our data reveal two important problems with our ESL population:

1) Under-credited ELLs (67 students out of 384 in May 2013): Coordination with the guidance counselors continues to be essential. The main reason for ELLs being under-credited is that the number of ESL and English classes that ELLs need to take does not allow for space in their schedules for other classes for which they also need credits (e.g. Health, Art, etc.). To solve this problem, the school has included Health and Art classes in the summer program. Additionally, an Art class specific for ELLs has been created this year. Title III PM and Saturday classes have been created to help with credit accumulation, and blended learning contributes to giving the students more resources out of class time.

2) Long-term ELLs (most of them ELL/SWDs): CTT classes have been created so that both ESL teachers and Special Education teachers assist ELL/SWDs.

4. For each program, answer the following:
- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

N/A (We don't use Periodic Assessments)

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

N/A

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

All teachers are requested to identify ELLs in ARIS. To make sure that they do so, they need to manually copy their names and submit a list to their Assistant Principals.

All ELLs are programmed for ESL. The LAB/BESIS Coordinator regularly monitors ATS reports to make sure that all eligible students are tested for LAB-R. He also checks in STARS that all ELLs are correctly programmed in their respective levels of ESL according to NYSESLAT scores.

Most departments have specific classes or programs for ELLs (see below, Part V: Programming, question 3)

The Program Office and the School Testing Coordinator, in collaboration with the ESL Department, make sure that all ELLs receive their testing accommodations.

7. For dual language programs, answer the following:

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

N/A

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

The success of our program is mostly measured by the NYSESLAT scores and by the ELLs' performance in all disciplines.

The New York State Accountability Report of August 24, 2012 shows that for ELLs the school made AYP in the following categories:

- Participation and performance criteria in ELA: 100% of ELL students were tested in ELA.

- Performance in ELA: The EAMO Objective was 91, and the school reached a Performance Index of 115. There were 115 accountability cohort members.

- Participation and performance criteria in Math: 99% of ELL students were tested in Math (76 students out of 77).

- Performance in Math: The EAMO Objective was 91, and the school reached a Performance Index of 125. There were 115 accountability cohort members. As explained later on in this Language Allocation Policy report, Asian students excel in Math while Hispanics, Russian or Uzbek students do not reach the desired results, for which we are not content with reaching AYP/AMAO objectives but we also want to improve the results of all linguistic subpopulations.

- Five-year graduation rate: Out of the 119 students in the 2006 five-year graduation cohort, 104 graduated, i.e. 87%. The State Standard and the Progress Target were at 80%, i.e. the school exceeded it by 7%.

The school did not meet AYP in the following category:

- Four-year graduation rate: Out of the 121 students that belonged to the 2007 four-year graduation cohort, 88 graduated, i.e. 73% versus the 80% State Standard which was also the Progress Target. As explained before, the school is making special efforts to increase ELL credit accumulation.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At enrollment, newly enrolled students and their parent/guardian meet with Pupil Personnel Services (PPS) and the LAB/BESIS Coordinator to determine LAB-R eligibility. Parents/guardians complete several documents including the Home Language Identification Survey (HLIS). The LAB/BESIS Coordinator, Eduardo Rodriguez, a licensed teacher, administers the HLIS. If the home language is other than English or if the student's native language is other than English, there is an informal student interview in the native language and English. Native language support is provided during intake for the parents/guardians and students by staff based translators or the utilization of the Translation and Interpretation Unit. If the student does not speak any language other than English, the student is not an ELL and enters the general education program. If the student speaks a language other than English or speaks little or no English, the LAB/BESIS Coordinator administers the Language Assessment Battery-Revised (LAB-R). This test is administered within 10 days of the student's admission date. If the student scores below proficiency (beginning, intermediate, or advanced), the student is an ELL. If the student scores at or above proficiency, the student is not an ELL and enters the general education program. Spanish LAB is administered to Spanish-speaking students who did not score proficient in the LAB-R. The LAB/BESIS Coordinator, Eduardo Rodriguez, a licensed teacher, oversees the administration of the LAB-R and the Spanish LAB and monitors for potential SIFEs. 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) within 10 school days from the student's admission date.
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.

Once a student is identified as an ELL, the newly enrolled ELL's parent/guardian is notified of their child's entitlement status. This notification takes place immediately after the student finishes the LAB-R test. If parents are not present after the LAB-R test, an appointment is scheduled with them as soon as possible within 10 days. The LAB/BESIS Coordinator provides the parent/guardian the Parent Option: Transitional Bilingual Education Program, Dual Language Program and Freestanding ESL Program. The LAB/BESIS Coordinator holds a one-on-one 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 person at the LAB/BESIS Coordinator's office. Additionally, parents/guardians are given the name and telephone number of the LAB/BESIS Coordinator for future contact or questions. 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 earliest convenience (within 10 days of the student's admission date) so the parent/guardian can receive the information they need to make a program selection.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Once parents have filled out the Parent Survey and Program Selection Form, one copy is kept in the student's cumulative file, and another copy is stored in the LAB/BESIS Coordinator's office. The LAB/BESIS Coordinator gives the parent/guardian two copies of the Entitlement and Placement letters. At this time, parent/guardian signs both copies of the Entitlement and Placement letters. One original is kept by the parent/guardian. The second original is filed in student's permanent record and a copy is filed in the LAB/BESIS Coordinator's office. The LAB/BESIS Coordinator completes the ELL Parent Choice Screen in ATS (ELPC) within 10 school days from the student's admission date. The parent/guardian has the original Entitlement and Placement letters, which includes the LAB-BESIS Coordinator's contact information.
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.

For newly enrolled students if the parent/guardian selects Free Standing ESL, the LAB/BESIS Coordinator and PPS staff meet the student and parent/guardian (with assistance from a translator if necessary) to explain the instructional program at Forest Hills HS. The newly enrolled student is enrolled in ESL classes based on the LAB-R level. Beginning students attend three periods of ESL a day. Intermediate students attend two periods a day. Advanced students attend one period of ESL and one period of English (ELA) a

day.

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 based NYSESLAT scores. Parents/guardians of students who are entitled to receive ESL services based on their NYSESLAT score receive a Continued Entitlement letter that includes the LAB-BESIS Coordinator's contact information. Parents/guardians of students who scored proficient in the NYSESLAT exam receive a Non-Entitlement/ Transition letter. Original mandated letters are sent to the parent/guardian in English and in the home language. Signed copies are placed in the student's cumulative file and in the LAB/BESIS Coordinator's office.

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

In order to determine who is required to take the NYSESLAT the LAB-BESIS Coordinator relies on the ATS RLER Report (NYSESLAT Eligible Students Report). For ELL students who are also SWD, the LAB-BESIS Coordinator relies on the ATS RCRL Report (Cross Reference List). In order to provide ELL students who are SWD with test accommodations, the LAB-BESIS Coordinator relies on the ATS RSPE Report (Special Ed Test Accommodations Report).

All ELL students at Forest Hills High School are given the NYSESLAT test following the calendar and administration procedures prescribed in Assessment Memorandum #2. An internal school NYSESLAT calendar with more specific dates is created by the LAB/BESIS Coordinator and shared with the Administration and the ESL teachers. NYSESLAT dates are announced in the school website. All students receive individual invitations stating the time and place for the exam. Parents receive an explanation of the importance of this exam. Content area teachers are also notified of the importance of the exam and of possible absences of these students to their classes during the administration of the exam.

Last year, a new format was used for the administration of the NYSESLAT: instead of taking the exam in their classes, ELLs took the NYSESLAT in a one-single location (one of the school gymnasiums) under the surveillance of multiple teachers and assistant principals. Separate location and IEP accommodations for SWD/ELLs were respected. Absentees were scheduled for make-up exams as soon as possible.

Training sessions are given every year to teachers administering Speaking section of the exam. Another training session is mandated for teachers scoring it.

The tests materials are stored in a secured and locked facility in the school at all times. Security violations or cheating incidents are immediately reported to the Borough Assessment Implementation Director, Ms. Barbara Marcisak. Answer documents are accurately bubbled, adequately packed and timely returned to the scan center. Testing materials are duly returned too.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After the meeting where parents/guardians view the video, read resources and materials and ask questions, the majority of the parents/guardians select free standing ESL. Forest Hills H.S. provide a free standing ESL program for these students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Forest Hills High School has an ESL department that offers a free standing ESL program serving the needs of the General Education and Special Education ELL population. 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 (not based on NYSELAT proficiency levels). In Science, ELL students are together in Living Environment (two-year program) and Earth Science classes. These classes are graded and heterogeneous (not based on NYSELAT proficiency levels). 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 also programmed for Advanced ESL). 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. ELL students attend classes with the general population in all other departments including, Art, Music, Business, Health Education and Physical Education.
 - b. Forest Hills High School's ESL classes are homogeneous since ELLs are programmed based on their NYSELAT proficiency scores. All other classes are graded and heterogeneous.
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)?

All ELLs receive the New York CR Part 154 mandated number of instructional minutes according to their NYSELAT proficiency levels in a free standing ESL program. The program is comprised of ESL classes (beginning through transitional levels) and English 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 a day. The Advanced ELL students are programmed for 1 period of ESL and 1 period of English Language Arts a day. The LAB/BESIS Coordinator periodically reviews the ELL students' programs to ensure that they receive the mandated number of instructional minutes based on their NYSELAT proficiency levels.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ENGLISH

In the Advanced level, ELLs receive instruction from both a certified English teachers and certified ESL teacher. As students enter this level of instruction they are introduced and exposed to deeper literary analysis and rigor in preparation for the New York State English Regents and the future CCS English exam. Teachers of these classes create a curriculum that is rich with Tier II and III words, higher level reading documents and non-fiction materials. Additionally, teachers use data from ARIS and S.E.S.I.S. to cultivate curriculum to differentiate student learning styles while at the same time maintaining focus on the four major language markers: reading, writing, listening and speaking needed to achieve success. Several methods and techniques such as differentiated

instruction, testing accommodations, articulation between the English and ESL Departments, technology, scaffolding and graphic organizers are used to meet the kinesthetic and/or visual learning styles. For the past three years, teachers have also met to create and incorporate Common Core Standards.

On the 2012 English Regents, 64% of ELL students taking the exam received a grade of 65%. This percentage is a gain of 4.2% from the 2011-2012 school year. Additionally, 23% of ELL students taking the English Regents scored 75%. The added rigor allows students to hone the necessary skills for college. New for the 2013-2014 school year in accordance with the NYS Teacher Evaluation system, all students (except for beginner ELL students) will take a pre and post assessment to mark any areas of growth or needs of improvement (29 student papers were resubmitted for regrading and FHHS is still waiting for the final approval).

MATHEMATICS

ELL students take Math classes with the general population. Academic vocabulary is stressed. In addition to math-specific terms being taught, students need to understand the difference between the generic meaning of words and their mathematical definitions. Small group instruction is often used: Students are often grouped together so that they may offer bilingual support to each other. Teachers are taught how to use manipulatives and technology purposefully to offer visual aid to students. In addition, students are given glossaries in their respective languages. Teachers are encouraged to have students use dictionaries when glossaries are not available or in addition to them.

SOCIAL STUDIES

In Social Studies, ELL students are programmed for specially designated classes in each of the five required courses, Global History I and II, American History and Participation in Government and Economics. The students in these specially designated classes are all ELL students. They are placed based on graduation requirements, and therefore these classes are heterogenous if we consider their NYSESLAT scores. All courses are aligned to the goals of the Common Core, with expectations of rigorous readings, primary source documents, promoting higher order critical thinking and promoting writing that is supported with evidence and clearly builds an argument. All students, including ELLs, are expected to pass culminating exams in Social Studies, Global History and Geography and US History and Government Regents, in order to earn a diploma.

SCIENCE

The Science content is aligned with the Common Core Learning Standards, and all Science teachers provide ELLs with a balanced approach to literacy, including high quality instructional practices that facilitate academic excellence for ELLs. All Science teachers differentiate their instruction to meet the diverse learning needs of ELLs. Teachers use materials that support ELLs in meeting the CCLS. Technology is utilized in the classroom to show images, graphic organizers and animations to assist ELLs. ELLs are encouraged to use glossaries, dictionaries, and materials in native languages. Teachers also group students of the same language for classroom activities regularly, so that they can assist one another. ESL methodology and instructional strategies are used by all teachers. There is also articulation and support with ESL teachers. Teachers use scaffolding strategies such as modeling, bridging, contextualization, schema building, text re-presentation, and metacognition. Science teachers also provide ELL students with additional support such as tutoring, individualized attention during class time and independent conferencing outside of the classroom.

FOREIGN LANGUAGE

The Foreign Language department of Forest Hills High School offers 7 languages: Spanish, French, Italian, Hebrew, Chinese, Latin and American Sign Language. As much as possible, English translation is avoided in the Foreign Language classes, and the frequent use of visuals and interactive situations allow 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. The alignment of the curriculum with the Common Core Learning Standards has increased the connection between the foreign language classes and other disciplines, which helps our students.

SPECIAL EDUCATION

Content is delivered with the needs and challenges of English Language Learners in mind. General education instructors work alongside with ESL teachers, special education teachers, language para-professionals, and related service providers to give this student population with targeted support.

Differentiated instruction is at the foundation of our school's academic philosophy. Material is presented in a variety of ways, and students are given options to demonstrate what they have learned. Graphic organizers and manipulatives are used whenever possible to appeal to kinesthetic and/or visual learners, and to circumvent language barriers. Oral presentations and

presentations that require technological aids are used to the benefit of students that have significant difficulty with written communication in English. Emphasis is made on vocabulary-building, exposure to various types of texts, and instruction that focuses on content-appropriate writing, in order to enhance the reading and writing abilities of our students.

ART AND MUSIC

In the arts, all performance based classes are mainstream. ELLs are placed into their respective classes by performance ability not by written assessments. Content is delivered using several strategies for ELL learners including modeling, bridging, tiered vocabulary, partnering and visual images. In Art Appreciation, a more writing intensive class, we offer an ELL Art Class taught by a dual-licensed ESL and Art teacher.

HEALTH AND PHYSICAL EDUCATION

In Health and Physical Education, content is delivered using several strategies for ELLs including modeling, bridging, tiered vocabulary, partnering and visual images. PE teachers often group students of the same language for certain activities so the students can assist one another

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
An ATS RHLA report of October 2013 revealed that 72 different languages are spoken by FHHS students at their respective homes. This is a reflection of the fact that Queens is the most diverse county in the United States (cf. "The NYC Experience: Queens". The City of New York, 2013).

English is the language of 39% of the student population (1496 of 3833). The major language groups other than English are Spanish, Russian, Chinese (and Chinese dialects) and Bengali.

- Spanish: 22% (847 of 3833)
- Russian: 13% (507 of 3833)
- Chinese 7% (279 of 3833) (includes all Chinese dialects)
- Bengali: 2% (95 of 3833)

Spanish-speaking students who take the LAB-R are also tested for the Spanish LAB. For Spanish and Chinese, the school offers separate classes for native or heritage speakers (five different levels for Hispanics, from beginners who can only speak/understand to Advanced Placement classes in language and literature, and two levels in Chinese, Regents-prep and Advanced Placement). The school long-term plans include the creation of a Russian program.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Formative and summative assessments include all four modalities of English acquisition. Uniform quarterly, midterm and final exams assess speaking, listening, writing and reading.
6. How do you differentiate instruction for ELL subgroups?
- a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All students in the ELL classes, as well as former ELLs and ELLs with IEPs, are identified on ARIS and SESIS, to which all teachers have access.

ENGLISH

Instruction is differentiated for ELL subgroups in the following ways:

There are a total of 23 students identified as SIFEs in Forest Hills High School. These 23 students are likely to need additional support and instruction in basic skills for a number of reasons: stress, literacy and academic gaps, frustration and a higher risk of dropping out of school. One way to meet SIFE needs is to build a classroom environment rich with rules, structure, and routine. Establishing these elements is a strong foundation for these students in order to begin building their academic success. Teachers, using data from ARIS and /or the LAB BESIS Coordinator create documents and activities that not only begin the process of academic education, but also allow them to

succeed in a least restrictive environment (LRE).

Most students who have received ESL services 4 to 6 years are in the advanced ESL level and are programmed for one ESL class and one English class to continue to assist with language acquisition. Students who have shown greater growth and mastery are programmed for English "Skills" level classes. In these classes, students transition to a mainstream setting where instruction is differentiated to meet student needs and to continue to advance language growth. Students are exposed to higher level critical thinking assignments, deeper literary analysis in preparation for the English Regents and the Senior Thesis project. This applied rigor at the correct level of difficulty allows students to succeed while at the same time, advance in their language skills. Teachers implement curriculum using CCS to help increase College Readiness. Students are exposed to Library research lessons, introduction to literary and non-fiction data bases and use of technology to assist in their research.

Most long term ELLs who have completed 6+ years are also programmed for one ESL class as well as one English class. This English class may be advanced literacy or a "Skills" level depending on the data that is available from ARIS and the LAB BESIS. Instruction at this level is also differentiated to address the various language levels and learning styles.

The instructional plan created for former ELLs includes programming for "Skills" level classes until they demonstrate mastery for a mainstream/regular English class. The curriculum is similar to that of a mainstream class. The teachers continues to add rigor and incorporate CCS in order to continue the task of building literacy and language skills with the infusion of more advanced literature.

MATHEMATICS

Students are grouped in Mathematics based on prior standardized math exams taken. If there isn't a record of prior standardized exams, students are given a placement test in the Math office. There are ELL students who enter the school and are advanced in mathematics although they do not read and speak English well. ELL students are placed in math classes based upon their math ability. This may change in the future as the common core standards are requiring more literacy skills.

SOCIAL STUDIES

Teachers are expected to know the ELL or SWD status of their students via ARIS and SESIS, and differentiate to meet the needs of each learner. This is monitored through discussions in meetings and in observations.

The calendar of lessons for each of the 5 required courses has been worked on over the past few years and for many lessons, there are suggested activities, strategies and resources specifically targeted to ELLs and students with IEPs formally entered on this document. As teachers continue their work on this, their new suggestions and resources are added to the calendar of lessons.

Newcomers are identified and teachers bring in more Tier 1 vocabulary into their lessons for these students.

SIFE students also get more Tier 1 and Tier 2 vocabulary work, as well as individual instruction about acclimating to the culture of a school. Teachers also provide, where appropriate and available, documents and exams that have been translated into the home language of the student.

ELLs with 4-6 years of services receive documents with higher level text and assignments. They are also given the opportunity to take to take electives in Social Studies.

Long term ELLs (more than 6 years receiving services) are identified on ARIS and teachers work to meet their individual needs.

Former ELLs move into regular Social Studies classes, or honors or AP when appropriate, and these teachers identify their former ELL status on ARIS. Teachers utilize guidance support services to help ensure attendance and improved academic success.

Teachers of all ELLs use leveled texts and differentiated strategies to meet the needs of individual learners. They also use different grouping strategies and activity prompts to assist. Tutoring is also made available to ELLs, both from teachers and peers. The goal of all of this is to lay out high standards for the ELLs students, then with strong literacy development and support, help them meet those expectations.

SCIENCE

Teachers, in addition to identifying SIFEs through ARIS, collaborate with guidance counselors to assist these students. Teachers also provide individual attention to this subgroup.

Newcomer ELLs are identified through ARIS and grouped with other students who speak the same language so that they can assist one another during learning activities within the classroom. The newcomers are encouraged to use glossaries, dictionaries, and other materials in their native language. Teachers also use tiered vocabulary with these students during instruction. Teacher unit plans and lesson plans include differentiated instructional strategies. Scaffolding strategies such as modeling, bridging, contextualization, schema building, text re-presentation, and metacognition are utilized to assist these ELLs.

ELLs that have been receiving service for 4-6 years or 6+ years are identified through ARIS and grouped with other students who speak the same language so that they can assist one another during learning activities within the classroom. They are encouraged to use glossaries, dictionaries, and other materials in their native language. Teachers also use tiered vocabulary with these students during

instruction. Teacher unit plans and lesson plans include differentiated instructional strategies. Scaffolding strategies such as modeling, bridging, contextualization, schema building, text re-presentation, and metacognition are utilized to assist these ELLS.

Former ELLs are identified through ARIS. They are placed in mainstream classes, but teachers use tiered vocabulary with these students during instruction, and still include differentiated instructional strategies in their lesson plans.

FOREIGN LANGUAGE

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. A problem with these students is that frequently they do not have enough time to complete the three years required to take the LOTE Regents-like exam, so they may require individualized strategies to reach the necessary exams and credits (e.g. they may be entitled to receive credits for education in their country after the age of 11, etc.).

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.

SIFEs and long-term ELLs show certain patterns of academic inconsistency (e.g. long term absentees, difficulty adapting to the school system, etc.) or simple difficulty in language acquisition. The first two cases require interventions that are beyond the scope of the Foreign Language Department, for which teachers will work in collaboration with parents, guidance counselors and other staff as adequate (Special Ed. department, school psychologist, etc.). 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

Faculty identifies Student With Disabilities and English Language Learners in ARIS, and in collaboration with the LAB/BESIS Coordinator and guidance counselors to better differentiate their lessons and provide individual attention. Some of the techniques used in class are pairing students with peers that speak common languages, are in the same grade levels or obtained similar NYSESLAT scores, and using bilingual paraprofessionals.

Within content area unit plans, accommodations and modifications are used such as reading materials in a range of reading levels, native languages, visuals, glossaries, dictionaries, use of graphic organizers, thinking map, modeling and technology is used to expand lesson and understanding by the use of images and videos to incorporate and connect previous knowledge of the diverse backgrounds of all students.

ART, MUSIC, HEALTH AND PHYSICAL EDUCATION

Teachers are enabled to differentiate instruction for ELL subgroups by making certain that at PD workshops they are able to use ARIS and DAEDALUS technology tools to identify their ELL populations and subgroups to incorporate differentiation modifications into daily lesson plans. SIFE students are met with individually and followed up with by guidance counselors to ensure proper programming to optimize student academic success.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

There are 90 students that are both SWD and ELL in our school. Most of these students are in CTT classes. Teachers who teach SWD/ELLs rely on data supplied from ARIS and S.E.S.I.S. to identify students' modification and create differentiated instruction to meet the academic needs of these students. They ensure that the requirements of the IEP are met, including separate location for testing, time extension and other such modifications. Scaffolding strategies such as modeling, bridging, contextualization, schema building, text re-presentation, and metacognition are utilized to assist these ELLS. These students are given the option of working in small groups for support and assistance from the teachers. Our teachers instruct students in the use of content-specific vocabulary, and familiarize them with how such vocabulary may be used in other "every day" contexts. ELL students are often given the option of working in homogenous groups by language and or NYSESLAT score for mutual support, as well as more targeted assistance from instructors. Students have access glossaries, dictionaries, and other materials in their native languages. Tests are also often modified to better meet the needs of English Language Learners.

In the English department, teachers use this data to create a baseline to assist in measuring student growth.

In many math classes, mainstream teachers are paired with teachers of SWD. These classes contain ELLs who have low exam scores

(standardized and/or school created) in mathematics. The curriculum is modified so that there is time for enrichment activities. Small group instruction with an emphasis on academic vocabulary and bilingual support is the preferred method of instruction. Manipulatives and technology are used often to offer visual advantages for the students.

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

ELL/SWDs are usually placed in an inclusion (ICT) setting, looking with the School Based Support Team to move students from fully self-contained classes to the least restrictive environments (including Social Studies CTT and ELL classes). This provides greater access to the general education curriculum, while at the same time supplying and addressing all their academic needs and accommodations such as separate location and extended time for testing, and use of a paraprofessional for more individualized student attention, along with the support of the Special Education teacher and additional personnel. Teachers utilize ARIS and SESIS to understand their students' IEP goals and English proficiency levels. Then they incorporate differentiated instructional strategies into their unit plans and lesson plans.

Additionally, the NYCDOE Division of Students with Disabilities and English Language Learners will be providing the school with greater flexibility in terms of how to best address the needs of ELL-SWDs via the new ELAND Procedures.

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: | | | |
| 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 | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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

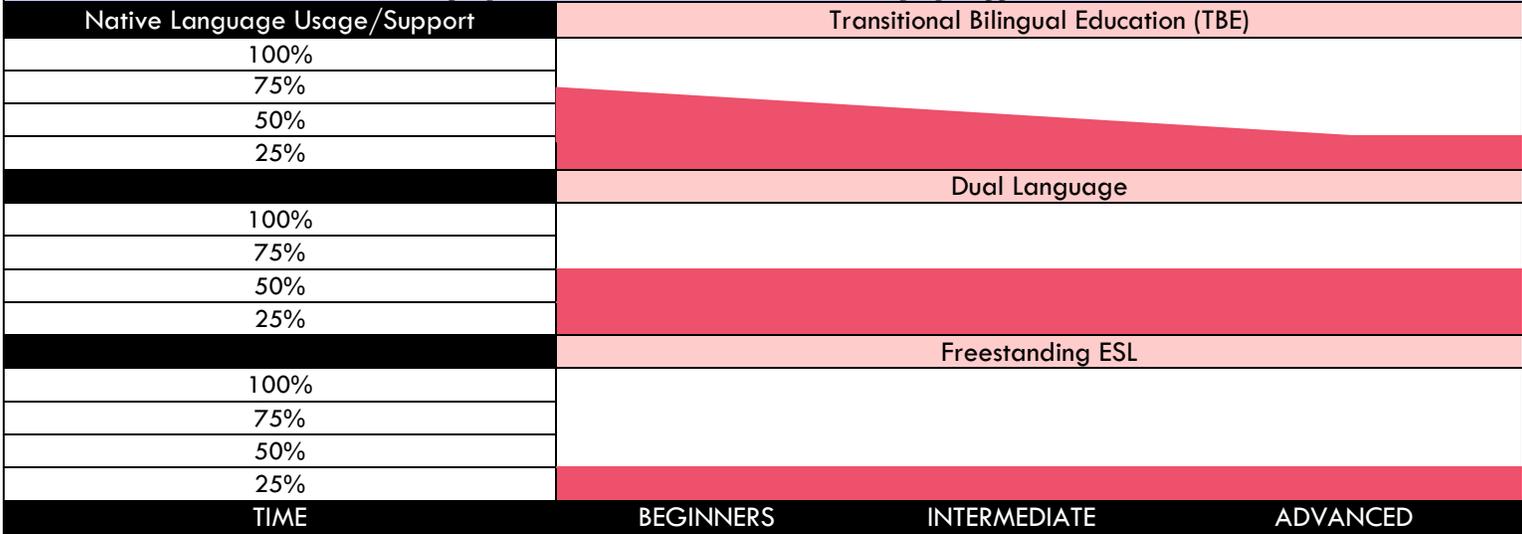
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ENGLISH

Some examples of the school's targeted intervention program revolve around the ELL subgroups and meeting their needs. Teachers identify their students' sub groups using data from ARIS and the LAB BESIS Coordinator. Student programming is carefully monitored to ensure placement in proper level classes and with the appropriate licensed teachers. The English Department offers "Skill" level classes to assist with student transition from a complete ELL program to that of a mainstream English class environment.

SOCIAL STUDIES

In Social Studies, ELL students are identified and programmed heterogeneously by the NYSESLAT in the appropriate grade level course, Global 1 or 2, American History, Participation in Government and Economics. Tutoring is offered for ELLs, from teachers who work specifically with this population to peers. Our department does not offer Social Studies service in any language other than English.

SCIENCE

Living Environment: In order to address the specific needs of the current ELL population taking the Living Environment course, FHHS continues to group ELLs 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.

These students are grouped with other students who speak the same language so that they can assist one another daily during learning activities within the classroom. They are encouraged to use glossaries, dictionaries, and other materials in their native language. Teachers also use tiered vocabulary with these students during instruction. Teacher unit plans and lesson plans include differentiated instructional strategies. Scaffolding strategies such as modeling, bridging, contextualization, schema building, text re-presentation, and metacognition are utilized to assist these ELLs.

Earth Science: We are also continuing to group ELL students in a one year Earth Science course. These students are grouped with other students who speak the same language so that they can assist one another regularly during learning activities within the classroom. They are encouraged to use glossaries, dictionaries, and other materials in their native language. Teachers also use tiered vocabulary with these students during instruction. Teacher unit plans and lesson plans include differentiated instructional strategies. Scaffolding strategies such as modeling, bridging, contextualization, schema building, text re-presentation, and metacognition are utilized to assist these ELLs.

FOREIGN LANGUAGE

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.

SPECIAL EDUCATION

Teacher and peer tutoring

Integrated Co – Teaching classes

Castle Learning program

Skills classes

ELLs are identified and their previous and current academic performances are available to all relevant staff. Teachers that deal with these students are provided with proven, strategies to best meet the needs of this student population. Students that are eligible for ELL services are programmed accordingly.

ART, MUSIC, HEALTH AND PHYSICAL EDUCATION

The Art Department offers one on one as well as small group tutoring for all students as part of a teachers Circular 6 assignment.

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

ENGLISH

In 2013, 91 ELL students took the English Regents. 44 of them passed the exam with a 65% or better (48%).
 In 2012, 115 ELL students took the English Regents. 51 of them passed the exam with a 65% or better (44%)
 In 2011, 111 ELL students took the English Regents. 48 of them passed the exam with a 65% or better (43%)
 In 2010, 139 ELL students took the English Regents. 52 of them passed the exam with a 65% or better (37%)
 The passing rates for the English Regents has been consistent for the past four years

MATHEMATICS

The report for 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 students.

Algebra:

Students are encouraged to take the Integrated Algebra regents in their native language if they choose. Most ELL students opted to take the Integrated Algebra regents examination in their native language. According to our data, the students who elect to do this obtain stronger results. Some students can't take the exam in their home language because it is not one of the alternate languages (other than English) offered by the State. This is a major obstacle in a school where 72 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 87% passing rate (78% last year) and 79% passing for ELLs (up from 74%). The three largest ELL subpopulations in our school are Hispanic, Russian and Asian. Our Asian ELL group had a passing rate of 100% (last year 80%). However, the percentage for Russian was 76% (last year 72%) and for Spanish 57% (last year 69%). The entire school increased percentage wise. ELLs as a whole increased and all sub groups increased except the Spanish ELLs who decreased. There is a problem with our Spanish ELLs as there was no growth but a decline in passing percentage. Our Asian ELL group outperforms English speaking students and our English speaking Asian students.

The college ready percent for the school was 42%. The college ready results for ELLs were 85% for Asian ELLs, 57% for Spanish ELLs, and 76 % for Russian ELLs. Again, Asian ELLs lead all groups in the school with regard to college readiness.

Geometry:

On the Geometry regents the school wide passing rate for all students was 83% (same as last year). The school wide pass rate for ELLs was 84%.

| | Total | PASS | College Ready | % PASS | % CR |
|---------|-------|------|---------------|--------|------|
| Asian | 22 | 21 | 19 | 95 | 86 |
| Russian | 29 | 22 | 9 | 76 | 31 |
| Spanish | 4 | 3 | 1 | 75 | 25 |
| other | 14 | 11 | 5 | 76 | 36 |

Alg2/Trigonometry:

On the Algebra2/Trigonometry Regents exam, the passing rate for all students was 71 % with a college ready rate of 41%.

| | Total | PASS | College Ready |
|---------|-------|----------|---------------|
| Asian | 23 | 21 (91%) | 15 (71%) |
| Russian | 9 | 7 (82%) | 3 (33%) |
| Spanish | 2 | 2 (50%) | 1 (50%) |
| other | 3 | 3 (100%) | 3 (100%) |

These numbers show a big discrepancy in the results of Geometry and Algebra2/Trigonometry where the ELL students perform at a lower rate than their non-ELL counterparts and outperform the general population. Perhaps the reason is the ELLs are more comfortable with Algebra than with Geometry due to the language requirements in Geometry. However, what continues to perplex teachers is that our strongest math students are often from China, new to the United States. This is why for years the math department has been reluctant to have ELL classes in Mathematics. Furthermore, many Asian parents have indicated that they want their children in math classes with English speaking students.

These numbers indicate that all groups have shown improvement from 2012 with the exception of the Spanish ELLs. The common core standards may bring more trouble for ELLs. Next year it may be necessary to have separate classes for ELLs with the exception of Asian ELLs. There were a few teachers in the Math Department who chose tutoring small groups as their circular 6 assignment. The Math AP is going to offer targeted tutoring for ELLs in Algebra to subgroups that are struggling. Furthermore, successful and timely completion of Algebra is a step necessary for enrolling in Geometry and Alg2/Trig.

SOCIAL STUDIES

The effectiveness of the Social Studies program can be measured in different ways. Observations of ELL Social Studies classes reveal the incorporation of techniques that have been learned at training sessions or turn-keyed to the staff from colleagues. Observations of and minutes from meeting held by the Social Studies teachers of ELL students reveal the conversations and shared experiences that are used to assist teachers as the help move ELL students forward. Over the past 4 years, we have gone through an intensive focus to help our ELL students improve their vocabulary through the content area and improve their success rates on the Social Studies Regents exams. On the Global History and Geography Regents in June 2013, 203 ELL students took the exam and 70% passed. 123 ELL students took the US History and Government Regents and achieved a 70% pass rate. While these pass rates do still fall below the school wide average, there has still been progress made in this subgroup.

SCIENCE

Living Environment :

A total of 874 students took the Living Environment Regents exam in June 2013. 695 of those students passed the exam, which translates to a 80% scholarship rate. Of this population, 169 ELL students took this exam, which represents 19% of the general population. 124 of these 169 ELLs passed the exam, which translates into a 73% scholarship rate. This data indicates that 46 more ELLs passed the exam compared to two years ago, which is an improvement. The data supports the continuation of ELL Living Environment classes and the continuation of ESL teaching strategies in the classroom.

Earth Science:

A total of 681 students took the June 2013 Earth Science Regents Exam. 451 of those students passed the exam, which translates into a 66% scholarship rate. Of this population, 98 ELL students took this exam, which represents 14% of the general population. 61 out of these 98 ELLs passed the exam, which translates into a 62% scholarship rate. This data indicates that there were 15 more ELLs that passed the exam compared to two years ago, which is an improvement. The data supports the continuation of ELL Earth Science classes and the continuation of ESL teaching strategies in the classroom.

FOREIGN LANGUAGE

The passing rate in Foreign Language Regents-like exams is 98% (98% in Spanish and French, and 100% in Italian, Hebrew, Chinese and American Sign Language). The passing rate for ELLs is 96% (Out of 28 ELL students who took Regents-like exams, 27 passed: 14 in Chinese, 7 in Spanish, 4 in Hebrew, and 2 in French -The one failure was in Spanish). 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. In fact, since they are used to transferring linguistic structures from one language to another, it is our experience that ELLs in general do well when learning a third language.

SPECIAL EDUCATION

In 2011, 48 SWD-ELL students took the NYSESLAT: 5 (10%) scored Proficient, 13 (27%) Advanced, 30 (63%) Intermediate, 0 Beginning.

In 2012, 69 SWD-ELL students took the NYSESLAT: 16 (23%) scored Proficient, 24 (35%) Advanced, 27 (39%) Intermediate, 2 (3%) Beginning.

In 2013, 72 SWD-ELL students took the NYSESLAT : 19 (26%) scored Proficient, 36 (50%) Advanced, 14 (20%) Intermediate, 3 (4%) Beginning.

| LEVEL | 2011 | 2012 | 2013 |
|--------------|------|------|------|
| Proficient | 10% | 23% | 26% |
| Advanced | 27% | 35% | 50% |
| Intermediate | 63% | 39% | 20% |
| Beginning | 0 | 3% | 4% |

This clearly indicates a substantial improvement in the NYSESLAT scores of ELLs who are SWDs. The percentage of students who passed the NYSESLAT has increased in the last three years, as well as the number of students who moved to Advanced (from 27% to 50%). To a big extent, we attribute the improvement in this area to the creation of ESL CTT classes.

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

For the 2013-2014 school year, FHHS is using PLATO as an outside resource to assist ELL students with their academic progress and language acquisition.

Some teachers requested 'small group instruction' for their Circular 6 professional assignment. In some departments, like Math and Science, the Assistant Principals will assign ELL students for these group sessions with teachers.

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

None

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

ELL students are included in all activities, programs, classes, clubs and class electives that FHHS as to offer (e.g. in Social Studies, electives available to ELLs include Law, NYC History, Facing History, etc.) They also have access to Advanced Placement classes and special programs where appropriate and when it works with their schedule, allowing exposure to enhanced college readiness and rigor. FHHS ELL students can take advantage of small group tutoring as well as one to one tutoring through the English Department.

ELLs have access to all of the school wide tutoring and weekend and after school programs the school runs in Social Studies. Title III, AM & PM classes, Saturday school, and summer school, are all geared towards providing English Language Learners equal access to school programs. These different scheduling options and alternative opportunities for earning credits makes flexible programming possible and gives ELLs numerous avenues for academic achievement. To help ELLs with credit accumulation, an Art Appreciation class has been created specifically for them this year. Other classes are offered to ELLs during the February and April breaks in certain disciplines.

Foreign language para-professionals are also available in various languages such as Spanish, French, Punjabi, Urdu, Russian, Polish, Mandarin and Greek to provide students with one-on-one assistance. Translators ease communications with non-English- speaking parents or guardians, and important documents (report cards, lunch forms, etc. are available in multiple languages.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

At FHHS, all classrooms are equipped with Smart boards encouraging teachers to expose their students to technology and interactive lessons. Technology is utilized in all classes. Lessons are presented on Smart boards to show images, graphic organizers and animations to assist ELLs, which is beneficial since the visuals can enhance learning for students with limited English proficiency.

All ESL and English teachers use CCS in all lessons to increase skills building, add rigor and prepare students for college level assignments and assessments.

Teachers utilize tiered reading documents, visual and audio tools to meet and address various student learning styles. Glossaries are distributed to ELL students to help support them in the content area. Important exams are available in a variety of languages. Differentiated instruction and tiered reading also provide ELL students with skills-appropriate opportunities for learning.

Title III classes utilize the blended learning model.

In Math, students are also shown how to use calculators. Teachers stress academic vocabulary and this year there will be 'word walls' created in math classes.

In Social Studies and other disciplines, teachers have brought in support materials across a variety of levels. For example, they have Teacher Created Materials packets, leveled texts and textbooks that include rigorous primary readings. Classes such as Global Studies through Film and U.S. History through Film which are less reliant on traditional texts, provide some ELL students with an alternative means of accessing Social Studies curriculum.

Our Music and Art curricula are aligned to Common Core State Standards and The NYC Blueprint for Arts Education in that they

incorporate a writing, speaking and performing component that facilitates academic success for all of our ELLs.

Health & PE curriculum is aligned to Common Core State Standards in that we emphasize non-fiction, primary sources. In PE, teachers incorporate consulting an official sport rulebook as a task during their unit of study. Students are asked to take a stance on a controversial call by a referee and defend their opinion. PE teachers take into account the extra support that ELLs need for this task.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
FHHS' Foreign Language Department offers 7 languages (Spanish, Chinese, French, Italian, Hebrew, Latin and American Sign Language). These programs serve many native or heritage speakers of these languages (except Latin). For Spanish and Chinese, there are separate classes for native/heritage speakers. The school also programs many students to take the LOTE Regents-like exams in the students' native language whenever available. Important tests are available in different languages. The school has different cultural clubs (Spanish Honor Society, Chinese Club, French Club, Judaica Club, etc.). Many of our students attend PM or weekend classes in their respective languages at their local communities or religious services.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ELLs are part of the guidance counselors' caseloads. Caseloads are divided by grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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. Parents participate in the enrollment and articulation process. Interpreters are provided at all meetings, including the Open House.
Students are invited to attend our summer school Title III program, in an effort to acclimate them to the school. Additionally connections are established through the LAB/BESIS Coordinator, who "buddies" up new students with seasoned, experienced students.
18. What language electives are offered to ELLs?
Spanish:
Spanish Conversation
Spanish Media
Spanish for Business
Advanced Placement – Spanish Language and Culture
Advanced Placement - Spanish Literature

Chinese:
Advanced Placement – Chinese

French:
French 4
Advanced Placement – French

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

N/A:

C. Professional Development and Support for School Staff

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

ENGLISH

At each monthly English Department meeting, the agenda reflects a professional concept or concern regarding the school's ELL/SWD population. The teachers create and expand on dialogue regarding the needs and academic concerns that each teacher and class experience. Each assistant principal in consultation with the principal added additional the categories of SWD/ELL to the school's PD plan to ensure all student needs are addressed.

At the start of the 2013-2014 school year, FHHS joined CFN 536 due to their availability of workshops and support to the schools for their ELL/SWD population. Teachers as well as assistant principals are scheduled for the 2013-2014 to attend PD. On October 30, 2013 Barbara Cali, A.P. I.S.S, Liz Kim, A.P. Science and Maureen Troy, A.P. English are attending an all day workshop focusing on ELL instruction.

All FHHS teachers attend faculty and department meetings once a month where ELL and SWD are discussed. Additionally, there are three Chancellor PD days in November, January and June. During these sessions, a portion of the day is dedicated to teacher articulation on grade level to discuss the needs of the students and share successful classroom techniques and resources.

MATHEMATICS

The Assistant Principal of 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 below) for a portion of department conferences.

The Assistant Principal of Mathematics will share additional research with the department; which includes strategies for adopting the common core with ELLs. Teachers will also be expected to use ARIS Learn as a resource and the AP Mathematics will continue to investigate on-line learning opportunities for teachers who prefer this mode of PD.

There is a monthly department meeting and 20 minutes of each meeting is allocated for ELL training delivered by the Math AP and the ELL point person. Staff Development days in November and June each have two hours of PD focusing on EL L training.

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
- 11) Use Manipulative Purposefully
- 12) Incorporate technology purposefully

SOCIAL STUDIES

The teaching of ELL students is included during the monthly department meetings on Social Studies. In addition, we have held, and will continue to hold, specific sessions on professional development days that focus on the needs of ELL students and the methods that we can incorporate into our classes that will help them achieve academic success. Our teachers have been sent to outside training in literacy development, which is turn keyed to the department, and we continue to seek out opportunities for growth. For example, this year, one of the Social Studies teachers of ELL students has been sent to training sessions on the use of technology in the classroom, which will afford the teachers new ways to bring in methods, images and text that will assist student understanding.

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 ELLs. Teachers will share best practice to provide differentiated instruction to their student. There will also be teacher training on ARIS to identify the data of ELL students. The Assistant Principal will also utilize monthly department meetings and professional development days 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, coordinates 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

ART, MUSIC, HEALTH AND PHYSICAL EDUCATION

Teachers are given handouts during the year, and discussions take place during professional development days using the resources describing best-practice strategies available for working with students that are ELL's from the NYCDOE website. During department meetings, as part of the agenda, best practice strategies for ELL's are discussed and reviewed. All teachers are given the opportunity to attend workshops pertaining to ELL's offered through the DOE and OELL. The minimum 7.5 hours of ELL training for all staff is met throughout the year during department meetings and faculty meetings.

D. Parental Involvement

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

Forest Hills High School encourages parents of all students to be involved in all aspects of our school community. The Principal and Assistant Principals work closely with the Parents' Association to foster an atmosphere where parents are always welcome. Translators are provided at all parent meetings (including American Sign Language) to be as inclusive as possible. 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 parents/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

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.

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. 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.

E. Additional Information

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

Paste response to question 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 | | 11/26/13 |
| Raul Macias-Cotano | Assistant Principal | | 11/26/13 |
| Ruth Bernal | Parent Coordinator | | 11/26/13 |
| Anna Cho | ESL Teacher | | 11/26/13 |
| | Parent | | |
| Martina Grant | Teacher/Subject Area | | 11/26/13 |
| N. Anastasiadis | Teacher/Subject Area | | 11/26/13 |
| | Coach | | |
| | Coach | | |
| Maria Caamano | Guidance Counselor | | 11/26/13 |
| Gerard Beirne | Network Leader | | 11/26/13 |
| Eduardo Rodriguez | Other <u>LAB/BESIS Coord.</u> | | 11/26/13 |
| Sally Young | Other <u>Assistant Principal</u> | | 11/26/13 |
| | Other _____ | | |
| | Other _____ | | |



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

| Part A: School Information | |
|--|-------------|
| Name of School: Forest Hills High School | DBN: 28Q440 |
| This school is (check one): | |
| <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| 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 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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 is a supplemental program that will focus on strategies to achieve the goals stated in the school's Comprehensive Educational Plan: increase credit accumulation of ELL students through improved differentiated instruction and 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 Supplemental Program activities will occur Before School (AM School) and as part of the Saturday Academy. The AM School and Saturday Academy classes are supplemental services that complement the mandated services under CR Part 154.

AM classes are scheduled before the students' school day. Based on the needs of the students, students are programmed twice a week (Monday/Tuesday or Wednesday/Thursday) for 2 periods (7:25AM – 8:05AM and 8:09AM – 8:51AM) or four times a week (Monday, Tuesday, Wednesday, Thursday) for 1 period (7:25AM – 8:05AM or 8:09AM – 8:51AM). AM School begins in the middle of October 2014 and ends in the middle of June 2015 following the NYCDOE School Calendar. Students can attend one of the two 3 hour Saturday Academy sessions (7:30AM – 10:30AM and 10:30AM – 1:30PM). Forest Hills High School's Saturday Academy is held October 2014 – March 2015 and from the middle of May 2015 to the middle of June 2015.

The Title III program will support language development by focusing on activities that 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 supplemental classes will support higher achievement in English and Social Studies by focusing on English language development focusing on Tier II words, academic

Part B: Direct Instruction Supplemental Program Information

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 and SIFE ELL students and students who need additional support based on their report card grades and NYSESLAT scores will also be targeted.

All classes will be taught by four certified ESL teachers. ESL instruction will utilize a blended learning approach which combines face to face classroom methods with computer mediated activities to form an integrated instructional approach.

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, novels, short stories and 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 used in the Title III Supplemental classes.

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.

PD sessions are held after the teacher's day. Sessions are held throughout the school year starting in the middle of the Fall Term.r starting in the middle of the Fall term. This gives the ESL teachers time to implement and reflect on the PD they received and initiated the last school year so they can develop this year's high quality PD sessions. PD is provided by the Assistant Principals and the ESL teachers for ESL teachers and other content area teachers.

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 exams. 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. During professional development, 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.

Part C: Professional Development

Professional development will be provided for and received by the ESL teachers on how to align ESL curriculum and unit plans to the Common Core Standards and Instructional Expectations. As a result of the professional development, teachers will meet share, collaborate and develop new and enhanced instructional programs for newcomers, SIFE and Long-term ELLs and will improve the teaching and learning in core subject areas. This will also include sharing best practices to reflect on the skills and competencies needed to pass the ELA Regents and on unit plans that included academic language, Tier II words and language functions using alternative texts.

In addition to working with the Assistant Principals of ESL, English and Social Studies, teachers will be supported by their CFN Specialists.

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 ELLs need additional services so they can support their high school child. Forest Hills High School provides evening workshops for parents/guardians of ELLs.

Parents/Guardians of ELLs need to be provided assistance and services in their home language. Recognizing this need, Forest Hills High School provides translation at these evening workshops. Translation is provided in the three largest home language groups: Spanish, Chinese and Russian. Workshops will assist parents/guardians in motivating and assisting their 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 Requirements 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.

Senior/College Counselors will hold meetings/workshops for parents/guardians of ELLs. The topics will include How to Begin the College Application Process.

The entire guidance department has implemented the use of the "Career and College Readiness" program, Naviance, in order to engage parents and students in the college and career process. This program, through the "Family Connection" tool, simplifies the college application and choice process for ELLs and all students. Workshops for parents/guardians of ELLs will be held to introduce them to

Part D: Parental Engagement Activities

Naviance.

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 will conduct 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: \$36

| 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 | \$29445 | Per session for teacher hours ESL teachers to teach AM and Saturday classes and for professional development activities. Per session for Guidance Counselor hours for parent/guardian evening workshops/meetings. Per Session for Supervisors hours to support Title III activities including professional development activities and parent/guardian workshops/meetings. |
| 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. | \$7043 | Alternative Texts, Leveled Texts, Resources and Materials including primary source and historical documents; materials to support student created projects |
| 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: \$36

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | \$36448 | _____ |