

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **28Q440**

**School Name:**                       **FOREST HILLS HIGH SCHOOL**

**Principal:**                           **SAUL GOOTNICK**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Forest Hills High School School Number (DBN): 28Q440  
Grades Served: 9, 10, 11, 12  
School Address: 67-01 110<sup>th</sup> Street, Forest Hills, NY 11375  
Phone Number: 718-268-3137 Fax: 718-793-7850  
School Contact Person: Neil Rosenblatt Email Address: [nrosenb@schools.nyc.gov](mailto:nrosenb@schools.nyc.gov)  
Principal: Saul Gootnick  
UFT Chapter Leader: Adam Bergstein  
Parents' Association President: Yolanda Serrano Lopez  
SLT Chairperson: Saul Gootnick  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Jacob Museyev  
Samah Islam

**District Information**

District: 28 Superintendent: Juan Mendez  
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11354  
Superintendent's Email Address: [JMendez2@schools.nyc.gov](mailto:JMendez2@schools.nyc.gov)  
Phone Number: 718-281-7696 Fax: 718-281-7519

**Borough Field Support Center (BFSC)**

BFSC: Queen South Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416  
Director's Email Address: [mwilks@schools.nyc.gov](mailto:mwilks@schools.nyc.gov)  
Phone Number: 718-642-5854 Fax: 718-648-5705

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Saul Gootnick	*Principal or Designee	
Adam Bergstein	*UFT Chapter Leader or Designee	
Yolanda Serrano Lopez	*PA/PTA President or Designated Co-President	
Rae Treuhaft	DC 37 Representative (staff), if applicable	
TBA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jacob Museyev	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Samah Islam	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Naomi Harris	Member/ UFT	
Neil Rosenblatt	Member/ CSA	
Kim Banayan	Member/ Parent	
Elisa Losada	Member/ Parent	
Simone Smith	Member/ Parent	
Kathy Groh	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

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

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

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

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



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

Forest Hills High School is one of the largest and most successful neighborhood high schools in New York City. During and age and political administration that decried the value of such high schools, Forest Hills continued to provide our students with strong educational programs that provided choices for our students, choices that appealed to the varying learning styles of our large student body. The reasons for the school's success are a reflection of the collaboration that exists between staff, students, parents, and all other strands of the school community.

We always take a collaborative approach in our decision making process. As a leadership team supervising various academic departments, as well as guidance, we hold weekly meetings where we bring in feedback from the departments. The Principal holds meetings with the Parents Association and gathers feedback. Finally, we hold meetings with our Student Government to gather information on what is important to the students that we serve.

Forest Hills High School's curriculum is rigorously aligned to the NYS Standards as well as to the CCLS. Various departments have been working closely with in their teacher teams in rolling out rigorous writing and critical thinking components that satisfy the CCLS in each class, while focusing on non-fiction texts. Departments in all disciplines have incorporated argumentative writing into their curriculum, and are an expectation of the class. As part of our school's instructional focus, we are emphasizing student engagement; therefore, our teacher teams are creating activities that involve all students, and offer a wide array of tasks so that students have the chance to fully understand the lesson.

Additionally, with the approval of a School Based Option for the 13-14 and 14-15 school year, we have been able to foster an environment of collaboration in line with the Framework for Great Schools by creating common planning time for our teachers. This has allowed them the time needed to further develop curriculum, analyze key data trends, and reach out to all strands of the Forest Hills HS community.

The curriculum promotes higher order thinking skills. Teacher units and lessons utilize pedagogical tools such as Bloom's taxonomy and Webb's Depth of Knowledge to promote critical thinking and higher order thinking skills that will prepare the student for college and career readiness. Teacher teams develop unit and lesson plans that challenge students through increased document based writing where citation from the text becomes standard practice in a class. Math curriculum incorporates text and reading based activities that promote higher order thinking. Increased rigor is reflected in all disciplines and is expected from learners of all levels. Students engagement is promoted through lessons that create opportunities for student initiated tasks and inquiry.

The increased rigor has led to ELL student gains in the NYSESLAT where more students than ever have attained the Proficient level. Our SWD population continually outpaces all other like-schools in New York City, and is demonstrated with a graduation rate of over 70% outpaces both the city and state averages of 27% and 44% respectively.

We hold our students, staff, and parents to high expectations. For instance, participation in the Regents is a mandatory component of student privileges. In addition, our advanced placement course programming follows our school's philosophy that all students can learn. In a majority of the school's AP courses, enrollment is open; Exposure to college level work is just as important as success on the Advanced Placement Exam in fostering college preparedness. Also, we offer six College Now courses here in Forest Hills, and have partnered with Queens College to offer additional courses there. In all, this leads to approximately 1000 college credits earned by our students while still at Forest Hills High School. Finally, our athletes are required to maintain an 80 average in order to participate on a varsity sports team.

To date, our work in establishing and communicating a culture of high expectations has led to results that are ahead of the majority of our peer group's results (69% versus 48.5% for students enrolled in college six months after graduation). In addition, data from the most recent Progress Report shows that 64.4% of our students are college prepared, compared to 61.5% of our peer schools. This also represents an improvement of over 7% and 11% compared with the two years prior.

In the new Quality Snapshot, our 72% of our graduates are enrolled in a post-secondary program which represents a 22% edge over the city average, and 16% edge over the rest of Queens. The Quality Snapshot also rates Forest Hills High School "Excellent" in terms of closing the achievement gap for ELL's, SWD students, and our lowest thirds.

Our staff is embracing more efficient and effective means of communication with parents and students. Our official school website highlights the achievements of our students, and promotes school-wide activities that foster an awareness of college and next steps. Daedalus is used to send out emails to reach a changing parental demographic.

Forest Hills High School is a large comprehensive academic high school. We have over 3800 students spanning 11 periods of classes. Despite this, we have achieved five consecutive A's on the NYC DOE's progress report and have a graduation rate consistently in the high eighty percent range.

To accomplish this, we offer a wide variety of academic programs such as:

- Carl Sagan research program
- Law and Humanities program
- Drama Academy
- Music Academy
- Health Professions Academy
- In addition, our Foreign Language Department offers eight unique languages
- We offer over 20 different Advanced Placement courses

Our students are involved in partnerships and competitions throughout the city and state, a list that is far too long to list here. It does encompass all academic areas and disciplines, and is available to the extremely diverse student population. We are a school that is well balanced. While we may have an excellent academic track record, we also support a growing number of ESL students and students with IEP's. No matter which student enters our door, we are dedicated in providing an excellent educational experience. We are equally proud of our successes with our high achieving students and our most at risk students.

## 28Q440 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	3842	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	35	# Drama	N/A
# Foreign Language	110	# Dance	N/A	# CTE	16
School Composition (2013-14)					
% Title I Population	1.8%	% Attendance Rate			89.6%
% Free Lunch	54.0%	% Reduced Lunch			11.0%
% Limited English Proficient	8.1%	% Students with Disabilities			12.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			9.2%
% Hispanic or Latino	32.1%	% Asian or Native Hawaiian/Pacific Islander			25.5%
% White	31.5%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.6	# of Assistant Principals (2014-15)			12
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			13
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.0%	% Teaching Out of Certification (2013-14)			1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.25
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	84.6%	Mathematics Performance at levels 3 & 4			85.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	88.1%	% of 2nd year students who earned 10+ credits			85.6%
% of 3rd year students who earned 10+ credits	87.0%	4 Year Graduation Rate			83.9%
6 Year Graduation Rate	88.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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.

**Part 2 – Annual Goal**

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

After reviewing our school report card it was found that our ELL subgroup has been underperforming for the past five years. By June 2016, credit accumulation of ELL students will be increased by 2% through improved differentiated instruction, alternative means of assessment and support services. For SY 14-15, 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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Modification existing / creation of additional cross-disciplinary school wide teams to focus on increasing student engagement and multiple entry points</p>	<p>ELL Students</p>	<p>Ongoing beginning in September 2015 and ending in June 2016</p>	<p>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</p>
<p>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</p>	<p>ELL Students</p>	<p>Ongoing beginning in September 2015 and ending in June 2016</p>	<p>ELL teachers; English language teachers; subject-area teacher</p>
<p>Integration of subject-area content in ELL classes</p>	<p>ELL Students</p>	<p>Ongoing beginning in September 2015</p>	<p>ELL teachers; subject-area teachers</p>

		and ending in June 2016	
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	ELL Students	Ongoing beginning in September 2015 and ending in June 2016	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.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Current staff including, but not limited to teachers and administration, outside professional development agencies, all in house academic resources including but not limited Smart Boards, laptops, and textbooks. Per session will be made available as needed.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1 <sup>st</sup> and 2 <sup>nd</sup> marking period grades will be analyzed, (data available on or about October 26th and December 9th respectively). At the conclusion of the 3rd marking period, once the data is collected (on or about the 1st week in February). Data will be analyzed to determine if we are on target with regard to our goal. We will look at overall pass percentages compared to the previous year, potential credit accumulation (using the 3rd MP grade as a guide for accumulation) compared to last January, 2015 and June 2015. In comparing the numbers from the previous academic year, we should see an increase of at least 1.5% in overall scholarship.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

With a large and dynamic student body, one of the great challenges faced by our school is providing after school programs to greater enrich their lives. Multiple studies show that students who are involved in after-school activities show greater growth academically and socio-emotionally than those who are not involved in such activities. In years past, this was extremely difficult, as the school ran on multiple sessions, with upper classmen finishing their day at around 1:30, while underclassmen finished their day after 5:00PM. Furthermore, it would be unfair to ask a student to stay at school after 5:00 and still expect them to maintain the high level of academic excellence that we expect from our students.

With the passage of the School Based Option (SBO) during the 2014-2015 school year, the school saw participation in after-school activities increase. Because our underclassmen were now given the time to enjoy the full gamut of after-school programs, they were also given time to enjoy these programs with the juniors and seniors, which has increased the socio-emotional well-being of the entire student body. With a dynamic new coordinator of student affairs in place for the upcoming year the school will continue to foster interest in after-school programs, thus giving even more of our students the full “high school experience.”

### Part 2 – Annual Goal

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

Forest Hills High School will focus on raising participation in after-school activities by 10%. After-school activities will include, but are not limited to: sports teams (both PSAL and intramural), clubs, performance based organizations (Play Pro, Sing), community service). Data will be collected and analyzed (aligned with the ends of our marking periods) to determine if we are achieving our goal, In January, 2016, we will compare our participation numbers in 50% of our after school activities to the previous academic year. We should see an increase in participation by 5%.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School club and team fair</p>	<p>Interested students</p>	<p>September 2015, interest meetings and tryouts for teams as seasons approach</p>	<p>COSA, administration, club advisors, coaches, student government</p>
<p>Advertisements about upcoming events, games, shows. These advertisements will include, but not be limited to printed materials posted in the building, announcements sent out in the weekly newsletter, Phone Messenger, daily announcements over the PA in the school.</p>	<p>All students</p>	<p>Ongoing, beginning in September 2015</p>	<p>COSA, Coaches, Athletic Directors, club advisors, administration</p>
<p>Notification to parents / guardians about upcoming events, shows, games</p>	<p>Parents</p>	<p>Ongoing, beginning in September 2015</p>	<p>Administration, COSA, student government</p>
<p>Analysis of participation trends in extra-curricular activities</p>	<p>Student</p>	<p>Ongoing, with benchmark dates aligned with the end of our marking periods (10/19, 11/25, 1/25, 3/21, 4/22, 6/13)</p>	

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Current staff including, but not limited to teachers and administration. School Leadership Team, Parents’ Association. Per session will be made available as needed.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

Events will be closely monitored during the first half of the year and compared to attendance from similar events from the year prior. These include, but are not limited to attendance at games, shows and other events Data will be collected and analyzed on or about the end of our marking periods. Data from the Fall term will be examined carefully on or about the start of the Spring term to determine if participation numbers have increased.

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

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

### Part 2 – Annual Goal

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

The needs assessment also showed the continued need to use technology as an instructional tool to engage student’s learning. Furthermore, based on observations from the 2014-2015 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.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
All existing technology will be assessed. Repairs will be made where possible. Replacements will be purchased in other cases	All classrooms/ teachers / students	Ongoing, beginning in July, 2015, and continuing throughout the school year.	Computer technicians; subject area teachers; assistant principal, organization
Purchase of educational software (Discovery Education, Safari Montage) to provide additional support materials	Classroom teachers / students	Ongoing, beginning in September, 2015, and continuing throughout the school year	Computer technicians; building administration; teachers; outside organizations to provide training (if needed)
Professional development opportunities will be offered to teachers to enhance their ability to infuse technology into their teaching.	Classroom teachers / students	Opportunities to be provided as available. Time set aside during common planning time to allow for sharing of best practices	Administration, teachers, computer technicians
Administrative and peer to peer observations will be used to see if technology is being used more frequently .	Classroom teachers	Ongoing, beginning in Sept. 2015 and continuing throughout the year	Department APs, teachers

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Computer technicians will provide ongoing feedback as to condition of equipment in building. A tech committee will be formed and meet monthly to present ideas. Outside organizations will be utilized when necessary and proper. Financial resources including, but not limited to school budget and grants, will be utilized to meet building needs. Per session will be made available as needed.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
--	-----	--	--------------------------------	--	---------	--	------------	--	---------	--	-------

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Time will be set aside at monthly department meetings to review school technology needs and make recommendations. Information collected at these meetings will be shared and analyzed. Based on data collected, we will meet on or about the first week in January to determine if our goal is being met. In February, 2016, data, including, but not limited to formal and informal observations, and feedback shared during peer to peer observations, will be collated, and we should see an increase in the use of technology in the building towards reaching our goal.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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 program
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

### Part 2 – Annual Goal

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

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 3% to enable parents to better support students' goals and academic achievement throughout the school year. During the 2014-2015 school year, attendance at Parent's Association meeting was approximately 7%. By the end of the 15-16 school year, we hope to be at 10% participation. Parent participation will include, but not be limited to attendance at PA meetings, attendance at SLT meetings, attendance at school events (games, performances, etc), parent initiated communication between parents and staff.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
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.	Parents	Ongoing, beginning September 2015, and continuing through the end of the school year	Bilingual interpreter; administration
Publication of a parent newsletter	Parents	Ongoing, beginning September 2015, and continuing through the end of the school year	Teachers, Administration
Notification of school events via school website and voice mail communications	Parents	Ongoing, beginning September 2015, and continuing through the end of the school year	Technology coordinator; computer technicians; guidance counselors
Assistant Principals will attend PA meetings on a rotational basis to keep parents informed of key events, instructional and operational pieces within the school	Parents	Ongoing, beginning September 2015, and continuing through the end of the school year	Building administration; Executive Board of Parent Association

**Part 4 – Budget and Resource Alignment**

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

Parents, guidance counselors, students. School funds will be used to purchase Phone Messenger facilitate parental contact, Skedula / Datacation to provide parents with up to the minute feedback with regard to their students. Per session will be made available as needed.

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

Attendance at PA meetings will be compared with years past, as well as on a month to month basis. Reviews will be held to determine the best strategies to implement to continue to increase parental involvement. By February 2016, data will be completely analyzed to determine if we are meeting our goal. We should see an increase of 1.5% compared to the 14-15 school year at the same time.

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

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

**(Required for All Schools)**

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

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

<b>Science</b>	Review of student grades, teacher / administrative recommendations, parental recommendations	SE Academy – College Academy of Skills and Enrichment  Tutoring  Special Classes. Students will be the focus of targeted instruction, differentiated instruction, and/ or AIS.  PM and Saturday Schools	Small Group instruction, blended learning model and one to one instruction  One-to-one  Small Group instruction, blended learning model and one to one instruction  Small Group instruction, blended learning model and one to one instruction	Students meet Regents Week, February Vacation, and April Vacation for 5 full- days.  Every day during the school day Five days a week  Five days a week.  Twice a week and on Saturdays
<b>Social Studies</b>	Review of student grades, teacher / administrative recommendations, parental recommendations	Tutoring  Special Classes. Students will be the focus of targeted instruction, differentiated instruction, and/ or AIS.  PM and Saturday Schools  Summer Enrichment-focused support for ELLs in language acquisition through the lens of Social Studies.  School year Title III program focused support for ELLs in language acquisition through the lens of Social Studies	Small Group instruction, blended learning model and one to one instruction  One-to-one  Small Group instruction, blended learning model and one to one instruction  Small Group instruction, blended learning model and one to one instruction	Every day during the school day Five days a week.  One day during the week and on Saturdays
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Ongoing review of student records / behaviors / actions by SBST, school psychologist, guidance counselors, SAPIS workers	The School Psychologist works in conjunction with the SBS Team to provide services to all students that require them. The social workers at Forest	Push –in visits to all classes; meeting all students in a caseload in a group setting Individual and group counseling	Students meet with them on regular bases; they work in conjunction with outside therapists and agencies.

		Hills High School serve as the at-risk counselor for mandated as well as non-mandated students who exhibit social and emotional developmental problems	Parent Outreach; via phone, e-mail, in-school individual appointments and parent outreach meetings.	
--	--	--	---	--

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

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

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

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

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

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

**Parent Involvement Policy (PIP) Template**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact (SPC) Template**

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

## **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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Forest Hills High School</u>	DBN: <u>28Q440</u>
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: <u>70</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

The Title III Plan 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 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 counterpoints 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.

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

### Part D: Parental Engagement Activities

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 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"> <li>Per session</li> <li>Per diem</li> </ul>	\$29445	<u>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.</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	-	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$7043	<u>Alternative Texts, Leveled Texts, Resources and Materials including primary source and historical documents; materials to support student created projects</u>

**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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$36448</u></b>	_____

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>28</b>	Borough <b>Queens</b>	School Number <b>440</b>
School Name <b>Forest Hills High School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Saul Gootnick</b>	Assistant Principal <b>Raúl Macías</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Anna Cho</b>	School Counselor <b>María Caama ño</b>
Teacher/Subject Area <b>Martina Grant (Social Studies)</b>	Parent <b>Yolanda Serrano-L ó pez</b>
Teacher/Subject Area <b>N. Anastasiadis (Social St.)</b>	Parent Coordinator <b>N/A</b>
Related-Service Provider <b>Barbara Cali</b>	Borough Field Support Center Staff Member <b>Nathifa Morris</b>
Superintendent <b>Juan Méndez</b>	Other (Name and Title) <b>Eduardo Rodríguez</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>5</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>3993</b>	Total number of ELLs	<b>195</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	-------------	----------------------	------------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	195	<b>Newcomers</b> (ELLs receiving service 0-3 years)	118	<b>ELL Students with Disabilities</b>	41
<b>SIFE</b>	11	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	41	<b>Long-Term</b> (ELLs receiving service 7 or more years)	36

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	118	3	4	41	8	9	36	0	28	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										30	27	13	6	0
Chinese										7	5	5	2	0
Russian										26	13	8	8	0
Bengali										1	1	0	0	0
Urdu										3	1	0	0	0
Arabic										3	1	0	0	0
Haitian										1	1	0	1	0
French										0	1	0	0	0
Korean										0	0	0	0	0
Punjabi										0	1	0	1	0
Polish										0	0	0	0	0
Albanian										1	1	0	0	0
Other										3	14	5	5	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										18	7	3	3	0
<b>Emerging</b> (Low Intermediate)										11	8	5	4	0
<b>Transitioning</b> (High Intermediate)										10	8	8	6	0
<b>Expanding</b> (Advanced)										36	43	15	10	0
<b>Commanding</b> (Proficient)										21	36	29	26	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										44	61	68	56	0

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					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	132		86	
Integrated Algebra/CC Algebra	129	2	52	1
Geometry/CC Algebra	88	0	75	0
Algebra 2/Trigonometry Math _____	36	0	36	0
Chemistry	46	0	39	0
Earth Science	67	14	18	6
Living Environment	56	37	32	24
Physics	29	0	22	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	58	47	30	37
Geography				
US History and Government	47	61	35	51
LOTE	77		73	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
In the last 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. The same pattern can be observed with the new categories: entering, emerging, transitioning, expanding and commanding. The number of students scoring expanding and commanding has increased significantly. In other words, the school has been successful in moving the students up in the score scale. Usually, about 70 students scored Proficient in the NYSESLAT every year, with very few SWDs passing this exam. In 2015, even with the new NYSESLAT –a modified exam with whose format and content we were not familiar- the number of students scoring Commanding raised to 112. This significant improvement in results is attributed to our consistency in maintaining the changes that we introduced several year ago in our ENL program:
  - The teaching methodology was changed to adapt it to Common Core Standards. Instead of teaching English language in isolation, we opted for teaching ENL through content areas, mainly Social Studies, English and Science. Interdisciplinary teaching through content area texts is now usual in ENL.
  - Common planning time for teachers was included as part of the ENL program. All ENL teachers now have especial time allocated in their schedules for common planning time.
  - Not only ENL teachers meet among themselves, but they also hold regular meetings with teachers of other departments (namely English, Social Studies and Science) who teach content area classes for ELLs. The content area teachers provide the ENL teachers with authentic materials for their ENL classes (so that they can teach language through real texts), and the ENL teachers provide the content area teachers with strategies.
  - To make common planning easier, the school designated a separate workroom exclusively for ENL teachers, where they meet daily.
  - Placement of students is done strictly by NYSESLAT or NYSITELL results, as per regulations.
  - Our program differentiates between classes for students who need literacy (reading and writing) or fluency (listening and

speaking skills). 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 NYSITELL scores. We are just beginning to see the benefits of this distinction.

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

Our ENL 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 NYSITELL 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 do not show these modalities since 2013, for which the ENL Coordinator and the Program Office have to make all the calculations manually. Based on our NYSESLAT results and the teachers' comments, it seems that this way of programming is yielding good results.

FHHS AMO Status Estimates 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). However, the school did not make AYP in AMAO 3 (ELLs' AYP in ELA and Math). According to the NYS School Report Card 2013-14, AYP was made in Mathematics, where the EAMO was 107 and our Performance Index was 120. Instead, in ELA Forest Hills High School did not meet AYP in the category of "Limited English Proficient", where the EAMO was 107 and the Performance Index was 83. Data show that the main problem in this area is the white subgroup, mostly Russian, Uzbek or Bukharian speaking students, some of them long-term ELLs. To improve this situation, in addition to their ENL classes, the school has created specific Regents-prep classes specifically for these students.

We aim at obtaining even better results this year by closely monitoring our students' progress. Coordination among the guidance counselors, ENL Coordinator and Program Office is considered essential in our building. The AMAO projections for future years are positive.

4. For each program, answer the following:

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

N/A. Our school does not 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

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

Available data are used to program students and to make sure that pedagogues know their students' ELL status.

All teachers in FHHS are requested to identify ELLs using computer systems (ARIS or Daedalus in the past, Skedula as of 2015-16). To make sure that they do so, they need to manually copy their names and submit a list to their Assistant Principals. In addition, it is requested that content area teachers make modifications for ELLs and they reflect them in their lesson plans.

All ELLs are programmed for ENL. The ENL Coordinator regularly monitors ATS reports to make sure that all eligible students are tested for NYSITELL. He also checks in STARS that all ELLs are correctly programmed in their respective levels of ENL 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 ENL Department, make sure that all ELLs receive their testing accommodations.

7. For dual language programs, answer the following:

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

N/A

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

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

The New York State Accountability Report of 2014, released in March of 2015, shows that for ELLs the school made AYP in the following categories:

-Participation and performance criteria in ELA: 98% of ELL students were tested in ELA.

- Participation and performance criteria in Math: 98% of ELL students were tested in Math (64 students out of 65).

- Performance in Math: The EAMO Objective was 107, and the school reached a Performance Index of 120. There were 64 accountability cohort members.

The school did not meet AYP in the following category:

- Performance in ELA: The EAMO Objective was 107, and the school reached a Performance Index of 83. There were 64 accountability cohort members.
- Four year graduation rate: The school did not meet AYP for limited English proficient students for this category. The total cohort number of ELLs was 107 students. The progress target was 67%. FHHS ELLs graduation rate was 64%.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

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

At enrollment, new students and their parent/guardian meet with Pupil Personnel Services (PPS) and the ENL Coordinator to determine NYSITELL eligibility. Parents/guardians complete several documents including the Home Language Identification Survey (HLIS). The ENL Coordinator, Eduardo Rodriguez, a licensed teacher, administers the HLIS. The home language is determined based on the results of the HLIS and an interview with the ENL Coordinator in English and in the student’s language. 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 ENL Coordinator determines that the student’s dominant language is not English, he checks for NYSITELL eligibility, based on the interview, student’s work, possible IEP, etc. He also determines if the student requires SIFE status. If the student has an IEP, the Language Proficiency Team determines NYSITELL eligibility. The NYSITELL is administered within 10 days of the student’s admission date. The ENL Coordinator uses the RLAB ATS function to print NYSITELL answer documents, which he scans after the exam. If the student scores below proficiency (entering, emerging, transitioning or expanding), the student is an ELL. If the student scores at or above proficiency (commanding), 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 NYSITELL. Immediately after the NYSITELL exam, parents are informed of the results and their child’s ELL status with the NYCDOE placement letters in the parents’ preferred language. Once parents have filled out the Parent Survey and Program Selection Form, the ENL Coordinator completes the ELL Parent Choice Screen in ATS (ELPC) within 10 school days from the student’s admission date.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
In the HLIS, parents are requested to indicate their child’s prior schooling. Additionally, the intake interview may allow the ENL Coordinator to realize that there has been an interruption or inconsistency in the student’s formal schooling. If the student is a 9th grader and scores entering or emerging in the NYSITELL, the SIFE identification process begins. The ENL Coordinator administers the oral interview questionnaire. For those students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish, the LENS test is administered. If the student is determined to have SIFE status, this information will be introduced into the DOE data collection system within 30 days of initial enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If the student has an IEP, the Language Proficiency Team determines NYSITELL eligibility, based on evidence of the student’s English language development (e.g. history of English language use in school, home and community, assessments, reports, etc.). Interpretation services are provided in the meeting of the LPT, with school based personnel or with the DOE interpretation services.

The LPT is comprised of:

- Raul Macias, Assistant Principal of ENL
- Barbara Cali, Assistant Principal of ISS
- Anna Cho, ENL teacher
- The student's parent or guardian

The final decision is made by the superintendent or superintendent’s designee. The superintendent or designee has 10 school days to accept or reject the LPT’s recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5

additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form "Language Proficiency Team NYSITELL Determination Form" is completed and placed in the student's cumulative folder.

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

Immediately after the NYSITELL exam has been administered and the answer document has been scanned, the ENL Coordinator holds a meeting with the parents/guardians. 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 ENL Coordinator's office. Parents are informed of the results and their child's ELL status with the NYCDOE parent notification letters in the parents' preferred language (Entitlement Letter, Non-Entitlement Letter or Continued Entitlement Letter). The ENL Coordinator gives the parent/guardian two copies of the corresponding parent notification letter. At this time, parent/guardian signs both copies of the 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 ENL Coordinator's office. The ENL 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 notification letter, which includes the ENL Coordinator's contact information.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

In the meeting that the ENL Coordinator holds with the parent/guardian after the NYSITELL exam has been administered, he informs parents of this option.

Within 45 school days of enrollment, a Re-identification Process can be requested by the student's parents/guardians, teacher (with a written consent from the parent or guardian), or the student him/herself (if he/she is 18 years of age or older) if they believe that their child may have been misidentified as an ELL or non-ELL. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice (or 20 days if the CSE must be consulted).

The school reviews all documents related to the initial or reentry identification process detailed above.

The student's work in English and in the home language is re-examined. If the original determination was that the student should not be administered the NYSITELL, the school may administer it to the student (under no circumstances can the Re-identification Process include a second administration of the NYSITELL). The school consults with parents or guardians. The school conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. All notifications and relevant documents are kept in the student's cumulative folder.

Between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and/or student, the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification in writing is sent to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Immediately after the NYSITELL exam has been administered and the answer document has been scanned, the ENL Coordinator holds a meeting with the parents/guardians, where parents fill out the Parent Survey and Program Selection Form in the parents' preferred

language. According to regulation, a bilingual program is the default placement when a parent survey is not returned, but we don't normally face this situation, since parents fill out the survey in person immediately after their child is tested. One copy is kept in the student's cumulative file, and another copy is stored in the ENL Coordinator's office. If parents are not present after the NYSITELL test, an appointment is scheduled with them as soon as possible within 10 days. The ENL Coordinator provides the parent/guardian the Parent Option: Transitional Bilingual Education Program, Dual Language Program and Freestanding ENL Program. The ENL 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 ENL) 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 ENL Coordinator's office. Additionally, parents/guardians are given the name and telephone number of the ENL Coordinator for future contact or questions. 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 ENL. Forest Hills H.S. provides a free standing ENL program for these students.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

In the unusual situation where parents/guardians are unable to attend the information session, a letter is sent home in the parents' preferred language and also given to the students to bring home asking the parents/guardians to call the ENL 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. Once we receive the form, the school monitors the parent program choices to ensure compliance. Forms are kept in the student's cumulative file, and a copy is placed in the ENL Coordinator's office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Since the Parent Survey and Program Selection form is filled out by parents/guardians in an individual informative session that takes place immediately after the student takes the NYSITELL, we don't normally face the situation of incompleting or unreturned forms. In the very unusual case where parents/guardians are not with the student upon taking the NYSITELL, they are called immediately for an orientation session within 10 days of the student's admission date.

9. Describe how your school ensures that placement parent notification letters are distributed. The ENL Coordinator informs parents/guardians of the NYSITELL results and their child's ELL status with the NYCDOE parent placement letters in the parents' preferred language (Entitlement Letter or Non-Entitlement Letter) that are handed for them to sign immediately after the exam.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). A copy of each document is kept in the ENL Coordinator's office for school records. Only the ENL Coordinator and the Assistant Principal of ENL have access to that copy. Another copy is placed in the student's cumulative file, to which access is limited to restricted personnel, such as the Principal, Assistant Principals, counselors, etc.

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

In order to determine who is required to take the NYSESLAT the ENL Coordinator relies on the ATS RLER Report (NYSESLAT Eligible Students Report). For ELL students who are also SWD, the ENL Coordinator relies on the ATS RCRL Report (Cross Reference List). In order to provide ELL students who are SWD with test accommodations, the ENL 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 the corresponding Assessment Memorandum. An internal school NYSESLAT calendar with more specific dates is jointly created by the ENL Coordinator and the Assistant Principal of ENL, and shared with the Administration and the ENL 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. Students absent for any of the parts of the NYSESLAT are contacted during the test window for possible make-up exams.

Training sessions are given every year to teachers administering Speaking section of the exam. Another training session is given, as 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, and a meeting with the student's parents/guardians follows. Answer documents are accurately bubbled, adequately packed and timely returned to the scan center. Testing materials are duly returned too.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. For students taking the NYSESLAT in the spring, parents/guardians receive notification letters (Continued Entitlement Letters or Non-Entitlement Letters, according to scores) soon after the results appear in ATS, not later than September 15th. Letters are personalized, and are sent by the ENL Coordinator in the preferred language of the parent.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 ENL. Forest Hills H.S. provides a free standing ENL program for these students.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Forest Hills High School has an ENL department that offers a freestanding ENL program serving the needs of the General Education and Special Education ELL population. In ENL, classes are ungraded and homogeneous by NYSESLAT levels. For Transitional and Expanding levels, our program differentiates between classes for Literacy (reading and writing) and Fluency (listening, speaking). 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 NYSESLAT 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 NYSESLAT 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 ENL). Former ELLs are in an English Skills classes 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. Forest Hills High School's ENL classes are homogeneous since ELLs are programmed based on their NYSESLAT proficiency scores. All other classes are graded and heterogeneous.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
All ELLs receive the New York CR Part 154 mandated number of instructional minutes according to their NYSESLAT proficiency levels in a free standing ENL program. Each period is 42 minutes. The Entering ELL students are programmed for 3 units of study per week, Emerging ELL students are programmed for 2 units a week. Transitioning and Expanding ELL students are programmed for 1 unit per week. The ENL Coordinator periodically reviews the ELL students' programs to ensure that they receive the

mandated number of instructional minutes based on their NYSESLAT proficiency levels.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

#### ESL

All five Forest Hills High School ENL teachers are certified. As per regulations, students are placed in ENL and/or English classes according to their last NYSESLAT scores. Teachers do not use any specific book but create their own materials based on the level of the students and the curriculum for each class. They follow a curriculum that integrates mostly Social Studies and English component, and meet regularly to share materials and strategies. Science and Math are gradually being incorporated into the ENL instruction too. Teachers meet with content area teachers on a regular basis to discuss how to incorporate content area materials into the ENL class, and how to provide these teachers with teaching strategies for ELLs. ENL instruction is focused in not teaching language in isolation but in context with authentic materials, as recommended by the Common Core Learning Standards, for which ENL teachers use real materials taken from the regular content area classes, from real-life, and from previous exams (Regents, NYSESLAT, etc.). Native language support is provided with Native Language classes in Spanish, Chinese, Hebrew, French and Italian, and with bilingual materials (dictionaries, glossaries, books, etc.).

#### ENGLISH:

In the expanding level, ELLs receive instruction from both a certified English teachers and certified ENL 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 Skedula 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 ENL 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 2015 English Regents, 51.2% ELL students taking the exam received a grade of 65%. This percentage is a gain of 2.6 % from the 2014 school year. Additionally, 11.4% of ELL students taking the English Regents scored 75%. (It must be noted that 12 student papers from January 2015 and 16 student papers from June 2015 are still under review and FHHS is waiting for the final assessment.). The added rigor allows students to hone the necessary skills for college growth or needs of improvement.

#### 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.

#### SCIENCE:

The Science content is aligned with the Common Core Learning Standards, and all Science teachers provide ELL students 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 ELL students. Teachers use materials that support ELLs in meeting the Common Core Learning Standards. Technology is utilized in the classroom to show images, graphic organizers and animations to assist ELLs. ELL students 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. ENL methodology and instructional strategies are used by all teachers. There is also articulation and support with ENL 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.

#### 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.

#### 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 foreign language class frequently helps ELLs complete gaps or enrich their vocabulary in English. The Foreign Language Department regularly works in close collaboration with the ENL 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 ENL 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 ENL 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 home languages throughout the year?

An ATS RHLA report of September 2015 revealed that 67 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 approximately 40% of the student population. The major language groups other than English are Spanish, Russian, Chinese (in its different variations) and Bengali.

Spanish-speaking students who take the NYSITELL 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).

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In the Transitional and Expanding levels, our ENL program includes a differentiation of Literacy (for students who need to develop reading and writing skills) and Fluency (for students who need to develop listening and speaking skills). Teachers in these classes do not neglect the other skills, but they enhance the ones needed by the students, according to NYSESLAT scores in each one of these modalities.

Formative and summative assessments include all four skills of English acquisition. Uniform quarterly, midterm and final exams assess

speaking, listening, writing and reading.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

All students in the ELL classes, as well as former ELLs and ELLs with IEPs, are identified on Skedula and SESIS, to which all teachers have access. Additionally, STARS is available for administrators, guidance counselors and Program Office, who also provide data to teachers. The ENL Coordinator and the Assistant Principals of ENL, Data and ISS are important sources of information too, who assist teachers to identify and work with these students.

ELLs and former ELLs receive the accommodations mandated by the English Language Learner Policy and Reference Guide 2015-16, the NYCDOE Test Administration Handbook for High Schools 2015-16, the High School Academic Policy Reference Guide (updated April 2015) and Part 154 Regulation. ELL and former-ELL testing accommodations may include:

- Content area Regents exams are offered in languages other than English whenever available.
- Time extension
- Separate location
- Third reading of the listening section for the Comprehensive English Regents exam
- Use of bilingual dictionaries and glossaries
- Simultaneous use of English and alternative language editions (with all responses recorded in only one of the two editions)
- Oral translation for lower-incidence languages
- Writing responses in the native language (except ELA Regents exam).

These testing accommodations do not apply for the NYSESLAT exam.

#### ENGLISH

Instruction is differentiated for ELL subgroups in the following ways:

SIFEs 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 Skedula and/or the ENL 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 ENL services 4 to 6 years are in the Expanding ENL level and are programmed for one ENL/English class to continue to assist with language acquisition. Students who are Commanding and 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 Common Core Standards 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 ENL 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 Skedula and the ENL Coordinator. 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. As the common core standards are requiring more literacy skills, Math teachers are now

reinforcing the reading and writing skills of ELLs.

## SOCIAL STUDIES

Teachers are expected to know the ELL or SWD status of their students via Skedula 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 by the ENL Coordinator, and teachers work to meet their individual needs.

Former ELLs move into regular Social Studies classes, or honors or AP when appropriate. 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

Different groups of students (SIFEs, newcomers, developing, long-term and former-ELLs) are identified through STARS and Skedula, and with the information provided by the ENL Coordinator.

Teachers provide individual attention to SIFEs, especially in collaboration with the guidance counselors . This subgroup is particularly weak and need academic and emotional support.

Newcomers are 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 STARS and Skedula, 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 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 take a foreign language class only 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 or Common Core exams in their native language, which helps them to graduate. Additionally, many of them can take the Regents-like exam offered by NYC DOE in their own language, which can allow them 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 ENL 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 STARS or Skedula, and in collaboration with the ENL 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 the Skedula technology tool 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months from the date of the superintendent's notification to the principal, parent/guardian and/or student, the Assistant Principal of ENL will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The Assistant Principal will consult with one or several teachers of the student, the parent/guardian, and the student. If, based on such consultations, he Assistant Principal believes that the determination has adversely affected the students progress, he will provide additional support services. The Principal may also reverse the determination within this 6-to-12 motnh period., in which case he will consult with the superintendent and notify the parent/guardian and the student in writing in the parents' preferred language within 10 school days.

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

Most of the students who are ELL and SWD in Forest Hills High School are in CTT classes. Teachers who teach SWD/ELLs rely on data supplied from Skedula, STARS, ATS 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. 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. We also emphasize 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. ELLs-SWDs are frequently 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 "everyday" 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 to 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

Chart

instruction. Manipulatives and technology are used often to offer visual advantages for the students.

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

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 Skedula 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. All teachers are given PD on SESIS to identify their SWD student population as well as their ELL with SWD population. All IEP mandated modifications are adhered to.

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

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

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

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



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

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

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

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

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

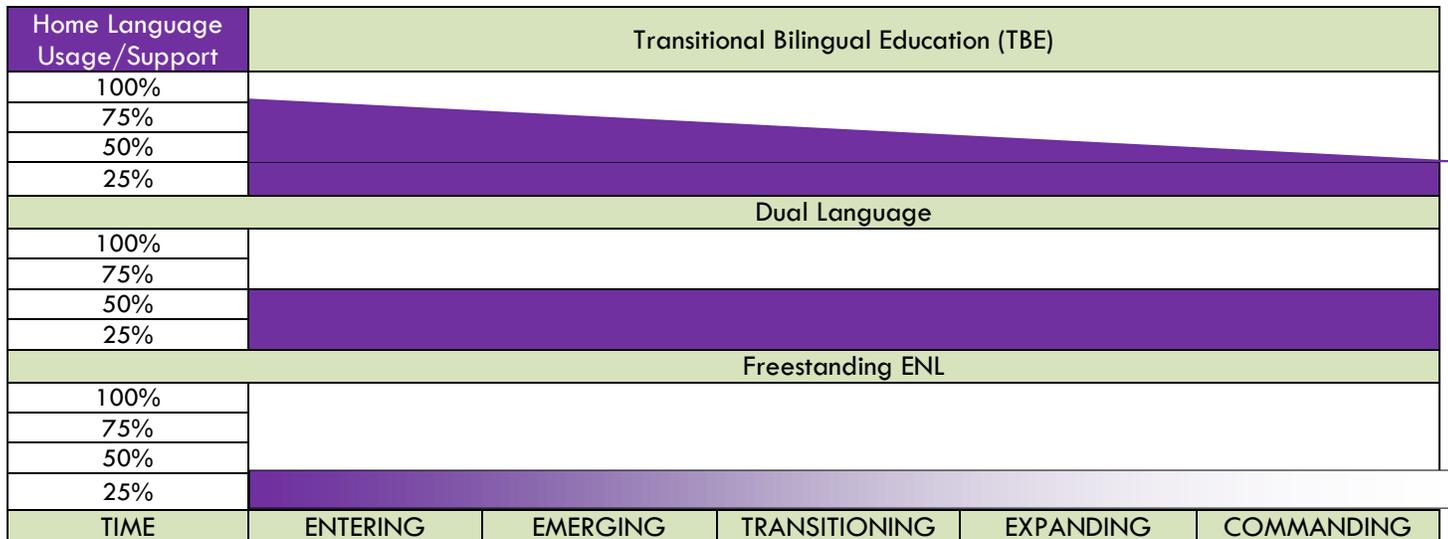


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The school offers additional services like Title III classes, Saturday and PM school. Free tutoring is offered both by teachers during their preparation or Circular 6 periods, and by students of the National Honor Society. The Foreign Language department offers native language classes in several languages. Teachers in content area classes receive training on strategies for ELLs. Integrated co-teaching classes are offered in most departments. Programs like Castle Learning or Plato assist our students. Skills classes are especially designed for former ELLs as a transition to mainstream classes. Alternative paraprofessionals are provided in certain cases.

### 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 Skedula and the ENL 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.

### 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.

### SOCIAL STUDIES

In Social Studies, ELL students are identified and programmed heterogeneously by the NYSESLAT in the appropriate grade level course, Global I 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.

### FOREIGN LANGUAGE

Many students who are in the ENL 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 ENL level (one or two ENL 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 mostly for native students, irrespective of their ENL status (many of them have tested out of ENL in previous years). Most students in the Hebrew class are also native speakers.

### SPECIAL EDUCATION

ELLs are identified and their previous and current academic performances are available to all relevant staff. Teachers that assist 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

These departments offer one on one as well as small group tutoring for all students as part of a teachers Circular 6 assignment.

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

All teachers in Forest Hills High School need to identify the ELLs and former ELLS in their classes with the help of Skedula. Each teacher is required to classify their students in a form "Performance and Ability Levels" (low/high performance, low/high ability) according to their performance and ability level, and also identify those who are ELLs, former ELLs and SWDs. This guarantees that every teacher is aware of the presence of ELL students in their classes.

The philosophy of the building is that all teachers are literacy instructors, and that ELLs, former ELLs, SWDs, etc. are the responsibility of the entire school community.

#### ENGLISH:

The passing rates for the English Regents has been consistent for the past four years

- In 2014, 181 ELL students took the English Regents and 99 students passed the exam with a 65%+ or better.
- In 2013, 91 ELL students took the English Regents and 44 of these 91 students passed the exam with a 65+ or better. ,
- In 2012, 115 ELL students took the English Regents and 51 of these 91 students passed the exam with a 65% or better.
- In 2011, 111 ELL students took the English Regents and 48 of these 111 students passed the exam with a 65% or better.

#### 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/Trigonometry. The Math Department is working on enforcing this with ELLs and all students.

ELL students take Math classes with the general population.

#### SCIENCE

##### Living Environment:

Over the past two years, the scholarship rate for the ELL students has been 60-65%. There still exists a gap between the ELL population and the general student population. Therefore, ELL Science instruction is an area of focus. Specific ELL Living Environment courses will continue to be offered to ELL students.

##### Earth Science:

Over the past two years, an average of 43% of the ELL population have been passing this exam. The general population has been outperforming the ELL students taking the Earth Science exam. As a result, ELL instruction will continue to be an area of focus. ELL Earth Science classes will continue to be offered to ELL students.

#### 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 2015, 105 ELL students took the exam and 37 passed (64%). 108 ELL students took the US History and Government Regents and achieved a 80% pass rate, which is an improvement of 10% compared to 2013. While these pass rates do still fall below the school wide average, there has still been progress made in this subgroup.

#### FOREIGN LANGUAGE

The passing rate in Foreign Language Regents-like exams is 99% (98% in Spanish and French, and 100% in Italian, Hebrew, Chinese, Latin and American Sign Language). The passing rate for ELLs is 96%, quite close to the general population. 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.

In 2014, 57 SWD-ELL students took the NYSESLAT : 16 (28%) scored Proficient, 25 (44%) Advanced, 9 (16%) Intermediate, 3 (5%) Beginning.

LEVEL	2011	2012	2013	2014
Proficient	10%	23%	26%	28%
Advanced	27%	35%	50%	44%
Intermediate	63%	39%	20%	16%
Beginning	0	3%	4%	5%

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 four years, as well as the number of students who moved to Advanced (from 27% in 2011 to 50% in 2013 and 44% in 2014). We attribute the improvement in this area to the close monitoring of our ELL-SWDs by teachers, guidance counselors and ENL Coordinator.

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

ENGLISH:

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

MATHEMATICS:

A few of the teachers requested 'small group instruction' for their circular 6 professional assignment. Math AP will assign ELL students for these group sessions with teachers.

SCIENCE:

This past year, we participated in a pilot ELL STEM After-School program. The teachers collaborated to organize and shape science curriculum for ELL students. We partnered with the Oceanic Research Group and focused on utilizing different strategies to support out ELL students. The students were able to produce a work product that was aligned to the CCLS. Additionally, this upcoming year, teachers with a strong background and passion in language were programmed to teach the ELL science classes. These teachers will be provided with additional support throughout the year.

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

No program/services for ELLs will be discontinued.

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

ELL's are afforded equal access to all school programs. 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.

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.

In 2014-15, the Science Department participated in a pilot ELL STEM After-School program. The Science and ENL teachers collaborated to organize and shape science curriculum for ELL students. FHHS partnered with the Oceanic Research Group and focused on utilizing different strategies to support out ELL students. The students were able to produce a work product that was

aligned to the CCLS.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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 ENL 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, glossaries are distributed to ELL students to help support them in the content area. 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

As of October 29, 2015, the 3860 students of Forest Hills High School speak 66 different languages in their respective homes. English is the home language of 39% of the students. The main language groups are Spanish (24%), Russian (13%) and Chinese (7%). The school provides glossaries and dictionaries in several languages (including subgroups like Uzbek or Bengali), Regent exams are offered in the languages that are available, bilingual paraprofessionals, guidance counselors and teachers assist frequently, and students in the National Honor Society offer bilingual tutoring.

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.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs are part of the guidance counselors' caseloads. Caseloads are divided by grade levels.

Placement in ENL classes is strictly done according to the students' NYSESLAT scores, which guarantees that they receive ENL services based on their level of English proficiency.

Placement in content area classes, including English where appropriate, is done according to the students' grade level, which makes these classes age-homogeneous.

Since ELLs have equal full access to all FHHS activities and clubs, ELLs are invited to participate in the same conditions as any other student. When they need linguistic support, they request it to their ENL teacher, to the ENL Coordinator, the AP of ENL or other personnel like the counselors, Senior Officer, AP of Guidance, etc. This assistance for participation in activities is provided in different forms, normally based on individual student needs: student is paired up with another student of the same language/origin, students of the National Honor Society, conferences with the club advisor, etc. ELLs are represented in all programs in equal conditions are the rest of students.

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

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 ENL Coordinator, who "buddies" up new students with seasoned, experienced students.

19. 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

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Regular meetings during the year are held with ENL teachers and content area teachers serving ELLs. The ENL teachers have one period a day of Common Planning Time to meet and discuss their classes, their students, their strategies and their lessons. Additionally, they meet on a regular basis (weekly or biweekly) with Social Studies, English and Science teachers to share materials and strategies. Teachers of ELLs are encouraged to participate in external professional development activities (e.g. Academic Vocabulary Toolkit, workshops, etc.). Training for NYSESLAT is always provided, as mandated. Data concerning ELLs is regularly discussed by the Assistant Principal of ENL and the ENL Coordinator with the teachers.

Guidance counselors participate in review of ELL data at bi-weekly department meetings. Strategies for parental outreach are discussed as well as ongoing interaction with the ELL teachers.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

### 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.

New for the 2014-2015 school year, all teachers will be engaged in CPT (Common Planning Time) twice a week. During these times, subject area teachers were encouraged to meet with ELL teachers to discuss best practices, student achievement and how to apply CCS to 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.

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

### SCIENCE

The Assistant Principal, Supervision Science, will coordinate all Professional Development activities. ELL Science teachers will continue with their inquiry team to research effective strategies that will address the unique needs of ELL students. Teachers will share best practice to provide differentiated instruction to their student. There will also be teacher training on Skedula 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 ENL teachers will also be encouraged.

## 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.

## 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 Skedula and from the ENL 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 ENL, English and Social Studies are encouraged, 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.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Staff is invited to participate in freshmen and parents orientation, where translators are customarily provided for new parents and students. Teachers of the lower grades or classes are given professional advice and assisted in the integration of new ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Each monthly department meeting and faculty conference include a section of professional development, which is frequently devoted to ELL related content. This is memorialized in agendas and minutes.

Regular meeting between the ENL teachers and the content area teachers include interprofessional training on strategies for ELLs, content area teaching for ELLs, etc.

All teachers will participate this year in Common Planning Time during period 3 or 9 twice a week to create meaningful discussion regarding the progress and future progress of all students, including ELLs and F-ELLs. Teachers will memorialize their discussion, best practices, lesson ideas, data, assessment and discussion and engagement techniques in minutes to be kept in a binder for all to review, and be informed of what great ideas are coming from each department.

Staff Development days in November, January and June each have two hours of PD, a portion of which will be focusing on ELL training. All teachers are encouraged to attend professional development activities and workshops outside of our building to expand their knowledge of ELL strategies. The school often allows them to attend during their work time. Teachers will turnkey what they learn to their colleagues. The AP will keep records of agendas and attendance of the ELL professional development that teachers participate in.

### C. Parental Involvement

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

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.

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

Paste response here:

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

[Answer for question 2 is provided here because there is no space under the question] Records are maintained for all students during all interactions with guidance counselor. Every student's records are maintained in folders in locked cabinets to insure confidentiality. Folders for all sub-groups, including ELL students, are color coded to insure that all concerns regarding ELL students are addressed. Translators are available for conferencing, and when a low-incidence language translator is needed the DOE translation service is utilized. Letters regarding student attendance and progress are translated in multiple languages.

[Answer for question 3:] The guidance department invites parents to numerous meetings, held approximately bi-monthly to discuss all aspects of student progress and college and career readiness. Topics include: The Road to College, Financial Aid, the new assessments (SAT and ACT), PSAT preparation, Parent-Teacher conferences, programming, mental health issues, substance abuse, students who are over age and under credited, suicide prevention. At all meetings, translators are available in the three high incidence languages: Spanish, Russian and Mandarin. There have been situations where outside translators were hired for American Sign Language and Bengali.

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

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

The school does not have a parent coordinator.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At all meetings, translators are available in the three high incidence languages: Spanish, Russian and Mandarin. In some cases, outside translators were hired for American Sign Language and Bengali.

The Central Queens Y has partnered with us to conduct parent activities in English Language Learning for the parents, career and legal assistance, and housing assistance.

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

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

The needs of the parents/guardians are evaluated during the intake process by the guidance counselors and the ENL 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.

For translation we utilize in-house native speakers of Spanish, Russian and Mandarin. Outside agency providers are available if needed.

The school does not have a parent coordinator.

Parent language cards (I speak...) are frequently used to determine if any translation is needed.

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

Parents are encouraged by all guidance personnel to participate in all aspect of their student's activities; programming, college planning, career planning. Naviance, a career and college planning tool is used to learn about college and career options, compile data and apply to post- secondary education. Translation is available for this program. For translation we utilize in-house native speakers of Spanish, Russian and Mandarin. Outside agency providers are available if needed.

The school does not have a parent coordinator

Parent language cards (I speak...) are used to determine if any translation is needed.

#### **D. Additional Information**

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

Paste response here:

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Saul Gootnick	Principal		1/1/01
Raúl Macías	Assistant Principal		1/1/01
N/A	Parent Coordinator		1/1/01
Anna Cho	ENL/Bilingual Teacher		1/1/01
Yolanda Serrano López	Parent		1/1/01
N. Anastasiadis	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
María Caamaño	School Counselor		1/1/01
Juan Méndez	Superintendent		1/1/01
Nathifa Morris	Borough Field Support Center Staff Member _____		1/1/01
Eduardo Rodríguez	Other <u>ESL Coordinator</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **28Q440** School Name: **Forest Hills High School**  
Superintendent: **Juan M**

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

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

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

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

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

---

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

The ATS Report, RPOB, is used to determine the home language of all students. The names of new admits appear in red on the ATS "RLBA" screen. This indicates that the student's home language must be entered. In order to enter the accurate home language, the parent/guardian must complete the Home Language Identification Survey. Following an interview with the parent/guardian, the ENL Coordinator enters the home language on ATS. After the home language is entered on ATS, we are able to print out the student's NYSITELL answer sheet. Unless the student's home language is recorded on ATS, a NYSITELL answer document cannot be printed. If the language entered is "NO," (home language is English), then the student's name is removed from the RLBA screen and the NYSITELL is not administered.

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

As of October 29, 2015, the number of students at Forest Hills High School is 3860. The top four home languages listed on ATS are: English (39%), Spanish (24%), Russian (13%) and Chinese (7%). There are a total 66 different home languages on the ATS RPOB Report. Of the 3860 students, 1489 have "NO" (English) as the official home language: 39% of the students in our school. Of the 3860 students, 912 have "SP" (Spanish) as the official home language: 24% of the students in our school. Of the 3860 students, 508 have "RU" (Russian) as the official home language: 13% of the students in our school. Of the 3860 students, 269 have "CH," "CN," "MN" (Chinese, Cantonese and Mandarin, Fukianese - a.k.a

Amoy, or Chinese-other ) as the official home language: 7% of the students in our school. The RPOB Report can be sorted by home language, student, grade level and class. Since this is an ATS report, the information is up-to-date.

## Part B: Creating a Communications Calendar

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

Addition to all mandated translated letters provided by NYCDOE, school specific documents are translated by staff members and include:

Parent/Guardian Workshops (6 times a school year)

Parent Association Meetings (Monthly, 2<sup>nd</sup> Tuesday)

Attendance Letter (as needed)

Letters Requesting Parent/Guardian Meeting with Staff Member (as needed)

Letter Regarding Student's Regents (January and June)

NYSESLAT Information (April)

Physical Education Class Information (September, February, June)

Locker Room Procedures (September)

Tutoring Schedule (October)

Related Service Providers Welcome Letter (October)

Title III Program (October)

Summer Enrichment Title III Program (June)

Forest Hills High School uses the Skedula. Skedula is a student data program in which ATS and STARS academic and biographical data are gathered together to provide teachers, parents, and students with personal information, grades, transcripts, attendance, and other information. Skedula is split into three separate websites: one for teachers, one for students, and one for parents. We are able to communicate with parents who do not communicate in English at home using Skedula in a number of ways. Teachers are able to send letters home to parents automatically translated into their home language. Also, when parents log into the "Parent Site" of Skedula, there is a tab for them to click and that will translate the entire parent site of Skedula into their home language. There are dozens of languages available for the parent to choose from based on their Home Language selection in ATS.

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

When possible translation for face-to-face meetings is provided by staff and include: Parent-Teacher Afternoon and Evening Conferences (October and March)  
Parent Association Meetings (Monthly, 2<sup>nd</sup> Tuesday)  
Attendance Teacher Meetings (as needed)

Teacher and Guidance Counselor Phone Calls to Parents (Daily)  
Teacher-Parent/Guardian Meetings (as needed)  
Guidance Counselor-Parent/Guardian Meetings (as needed)  
ISS-Parent/Guardian Meetings (as needed)  
Administrator and Supervisor-Parent/Guardian Meetings (as needed)

### **Part C: Providing Language Assistance Services**

---

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

The school provides written translation of school specific documents that contain critical information regarding a student's education in the three largest non-English languages: Spanish, Russian and Chinese. These documents are made available with the English version. All school specific written translation is provided in-house by staff members. School has a roster of staff members who can speak, read and/or write in a language other than English.

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

The school provides oral interpretation services to parents/guardians who communicate in the three major home languages of our students, Spanish, Russian and Chinese. Staff members are available to translate in other languages also. The school has a roster of staff members who speak, read/or write a language other than English. We provide translation at group meetings like the PA, College Night and for individual meetings with teachers, supervisors and counselors. Staff members also make phone calls to parents/guardians to arrange meetings and to inform parents/guardians of their child's progress in school on behalf of other staff members. Staff members are informed of the services provided by the Translation and Interpretation Unit.

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

---

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

Staff members are aware of how to use translation services and over-the-phone interpretation services because it is an agenda item in a Faculty Conference and in Department Conferences. Since the school's primary form of staff communication is email, information on the Translation and Interpretation Unit is emailed to all staff members. Language Palm Cards are distributed to staff members and are also available at the front/security desk, main office and in the Pupil Personnel Services offices. All staff members receive a copy of the "I Speak..." card which includes the phone number for over-the-phone

interpretation. The I Speak...." card is distributed to all staff before every Parent/Guardian event including, Parent-Teacher Conference and Parent/Guardian workshops.

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

---

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

### Checklist of Notification Requirements

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

Chancellor's Regulations A-663 are emailed and reviewed by all administrators and supervisor 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 staff due to language barriers.

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

---

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

We solicit feedback from the School Leadership Team and Parent Association Meetings by including it as an Agenda Item. Staff reviews information from the Parent Survey and develops plans for improvement. The PA Executive Board serves as a focus group to gather feedback.