



EMMA LAZARUS HIGH SCHOOL FOR ENGLISH LANGUAGE SCHOLARS

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 02M394- EMMA LAZARUS HS FOR EL SCHOLARS
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M394 **SCHOOL NAME:** Emma Lazarus HS for English Language Scholars

SCHOOL ADDRESS: 100 Hester Street, NY, NY 10002

SCHOOL TELEPHONE: 212-925-5017 **FAX:** 212-925-5920

SCHOOL CONTACT PERSON: M. Kellogg **EMAIL ADDRESS:** mdkello@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stacy Shau

PRINCIPAL: Melody Kellogg

UFT CHAPTER LEADER: Kara Vona

PARENTS' ASSOCIATION PRESIDENT: You Gong

STUDENT REPRESENTATIVE:
(Required for high schools) Xiao Ting Zhao

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02M394 **CHILDREN FIRST NETWORK (CFN):** 107

NETWORK LEADER: Nancy Scala

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Melody Kellogg	*Principal or Designee	
Kara Vona	*UFT Chapter Chairperson or Designee	
You Gong	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Xian Ting Zhao	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jose Vasquez	Member/PTA Vice President	
Janina Sedrowski	Member/PTA Member	
Jin Yun Chan	Member/PTA Member	
Xiao Ting Zhao	Member/PTA Member	
Stacy Shau	Member/Guidance Counselor	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Emma Lazarus High School for English Language Scholars is a transfer school for over age, under credited students who are second language students. Entering students are 16 plus years of age and may be new to the country, or ELL students who are transferring from other high schools where their language ability has negatively impacted their ability to be successful. The purpose and mission of this high school is to provide a challenging and focused academic experience for older immigrant students. The acquisition of speaking and writing skills is paramount to our students, as is the ability to become productive functioning citizens. Our goal is to assist these students to learn English and achieve a high school diploma with the ultimate goal of entering college.

The academic program is based on an international / immersion model, with free standing ESL classes and all content classes being offered in English. Native Language is supported through reference and contextual materials. The student population is comprised of a combination of ethnicities with English acting as the common language. A significant part of the current population is at a beginning level with many students neither speaking nor recognizing English at all. Entering students who have minimal credits, no regents, time constraints, and do not speak English create a situation that is challenging for both students and staff and necessitates intense focus on multi-sensory and targeted approaches to learning. Emma Lazarus supports these needs through the incorporation of a variety of in class and after- school supports for both the students and as often as possible, their families.

Emma Lazarus partners with two organizations in the provision of services to students. New York City Mission Society is the provider of our Learning to Work initiative and a partner in the provision of support services for enrolled students. Diploma Plus is the schools intermediary and works with the school to develop on – site programs that incorporate their learning and student engagement model.

ECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check) N/A</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09- N/A		Quality Review Results – 2008-09 N/A	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our internal and external review determined the following:

As a first year school we accomplished most of the goals we established. We created a student centered environment that is based on mutual respect between the teachers and students. We created an environment that feels safe and secure for students and is conducive to student learning and reflective of a diverse community. We established norms that are student centered and recognize that the needs of the students are the priority. Our programming and structure, as well as our student supports are individualized and specific to student needs.

We have devoted considerable resources to teacher development and growth. The structure of the school provides time for teachers to collaborate and engage in professional development. On-going professional development has focused on developing and enhancing quality teaching. Staff share lessons openly and provide feedback to one another, and the principal and coaches facilitate this process and the professional development. Instructional emphasis has been a direct reflection of the needs of second language students.

While we have focused intensely on analyzing teacher lessons and developing base line curriculum it has been from a forward perspective. Our second year goals are going to focus on more long term planning, curriculum mapping, and more unified goal setting. We also agree that while we have used varied assessments we need to incorporate more authentic assessments that are directly connected to the exit criteria for each class. While our focus in the first year was on the quality of our teaching, we want to now focus more on the evidence of learning. Our last goal for the 2010-2011 emphasizes how we use data to inform our instruction. Currently we meet regularly to discuss student performance but we believe that we can deepen our use of data to better target individual student needs and support instruction.

SECTION V: ANNUAL SCHOOL GOALS

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

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

The areas of focus identified for the 2010 – 2011 school year were a direct result of internal and external analysis of the schools progress and needs. They include the following:

Goal 1

To create a school-wide system for periodically measuring and analyzing student academic performance and progress in the content areas and in English. 100% of students will take these exams.

Goal 2

The percentage of students identified as the lowest performing (defined as students who failed two or more classes in the Spring of 2010) will be decreased by a minimum of 10% from the school year 2009-2010 to the school year 2010-2011.

Goal 3

By the end of the school year 2010-2011 100% of subjects taught at Emma Lazarus High School will have a curriculum map aligned to the rigor of the NYSED Core Standards. Each Map will be divided into units that- in addition to learner activities- include content, language and skill objectives.

Goal 4

Increase the number of students who want to go to college and their awareness of and readiness for the college application process by 5%, as measured through student surveys at the beginning and end of the school year.

Goal 5

To acculturate 100% of new incoming students to schools vision, mission and goals (increased enrollment of 100 students). To integrate students in to the existing community; develop connections to the school; establish culture of trust and mutual respect.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **Create a system/mechanism to analyze student performance data across the school to inform/adjust instruction**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Create a school-wide system for periodically measuring and analyzing student academic performance and progress in the content areas and in English.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1. Math, science and social studies teachers will create, implement, and analyze Regents-based periodic assessments.</p> <ul style="list-style-type: none"> • Content teachers create abridged Regents assessments that cover all topics to be taught in the academic year (based on New York State Core Standards and anticipated Regents topics). • Content teachers implement diagnostic tests within the first semester of school.. Each test will be approximately 90 minutes long. • Content teachers perform item analysis using specific item analysis tool (from Aris). • Content teachers adjust instruction based on assessment (i.e. differentiation). • During the academic school year, teachers administer a Regents-level assessment after each topic is taught (approx. every 2 weeks) during class time. Teachers then perform item analysis and compare results to diagnostic. Instruction will be adjusted accordingly. • Three weeks prior to Regents exam students will take a full diagnostic (i.e. full Regents). Teachers analyze the results to determine which students are ready for the test and who might need extra preparation in particular areas. <p>2. By the end of the school year 2010-2011 each student will have 6 written English assessments- one assessment for each marking period, which will be evaluated according to the school’s ESL benchmarks. This information will be shared school-wide</p>

and used to inform/ revise the instruction in all classes.

- ESL teachers create 3 assessments- one for each marking period- to evaluate student progress in English writing. Separate assessments will be created for each ESL level, and will be based on the ESL Benchmarks.
- ESL teachers create a rubric for each assessment.
- ESL teachers will have a norming session.
- Assessments will be evaluated according to the rubric.
- These in-house assessments will also be compared to the Pearson ESL periodic assessment, the Lab, and the NYSESLAT.
- The assessment results and writing samples will be shared with the entire faculty.
- The results will be used to inform/adjust instruction in all subjects.

3. The ESL and Math Placement tests will be reviewed and updated, and a Native Language Assessment will be created.

- Research will be done to examine other **ESL Placement** tools at the state level, and at other NYC Public schools.
- The ESL coach and ESL teachers will compare these tools. A decision will be made to improve the present placement tool for more accurate ESL placement of Emma Lazarus Students. We will also try to create two exams of the same quality, from which we can alternate year to year.
- The exams will be given to present level ESL students to ensure accuracy of the diagnostic.
- All ESL teachers will be trained on how to give the placement test.
- Data will be collected to see if students were accurately placed into the correct ESL level; therefore indicating if the diagnostic is effective or needs readjustment.
- The Math teacher will reexamine the present Math placement test to create an improved tool. This math test will be written in multiple languages to avoid any misunderstanding of questions due to language interpretation.
- A Native Language Assessment Test will be created. The purpose of this assessment will be to determine literacy competency in the students' native language.
- The ESL coach will research native literacy diagnostics that exist presently and share these with the faculty. Together we will create a simple diagnostic that will indicate if a student is literate in his/her native language. This information will be used to place students appropriately in their classes and to determine support students may need to be successful academically.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i> Subject/Area (where relevant): <u>Increasing learning, language acquisition for our lowest performing students</u></p>	<p>1. For content-area assessments: Title 1 for per session as needed</p> <ul style="list-style-type: none"> Evaluation of past Regents Exams in Math, Science and History, from which diagnostic questions will be taken. After school and collaboration periods for teachers to create, correct and enter periodic assessments into item analysis tool; compare data with initial diagnostic exam. <p>Saturday session 3 weeks before specific regent examination for students to take a full regents practice test, to be later analyzed by the content teacher.</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. For English Writing Assessment: - Title 3, Title 1, and Tax Levy for per session as needed The percentage of students identified as the lowest performing (defined as students who failed two or more classes in the Spring of 2010) will be decreased by a minimum of 10% from the school year 2009-2010 to the school year 2010-2011.</p> <ul style="list-style-type: none"> Per session/collaboration time for teachers to create rubrics for each assessment.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Data collection and analysis - Analyze data as to why students failed classes. (MEETINGS TO BE COMPLETED BY middle of second marking period)</p> <ul style="list-style-type: none"> ESL teachers Content teachers who had those students LTW advisors who had those students <p>3. The ESL and Math Placement:- Title 3, Title 1, and Tax Levy as needed - Assess native language literacy levels during the intake and placement to determine best instructional supports.</p> <ul style="list-style-type: none"> Intake counselors (Stacey, Caroline, Spanish LAB-R) <p>1. Teachers can identify already-enrolled students who should also be assessed. (RECOMMENDATIONS FROM TEACHERS PROVIDED BY THE END OF THE 1ST MARKING PERIOD AND ASSESSMENT TO BE COMPLETED END OF SECOND MP) - Assessments after each topic taught. - Assessment data will be used to place lowest performing students in small group tutoring (1:10) based on pre-literacy/low literacy assessment with a focus on literacy (English alphabet, phonics, literacy skills) - Full course assessment 3 weeks before State Examination. - Final analysis of actual State Examination. - Assessment data will also be used as a means of targeted students placement ie. ESL students identified with low native language literacy should whenever possible be programmed into the same ESL class).</p> <ul style="list-style-type: none"> Each student will have 3 writing assessments at the end of each semester - 6 at the end of each year. Students will show an increase in score from the first to the third writing assessment for each term. <p>- Classroom libraries will be augmented to include English grammar texts in the native language (i.e. workbooks explaining rules of English grammar in Chinese) - The ESL and Math Placement tests will be reviewed and updated, and a Native Language Assessment will be created.</p>

	<p>-Identified students will all attend mandated tutoring</p> <ul style="list-style-type: none"> • Rosetta Stone, OPD, and other technology resources for ESL1s who already have basic literacy skills will be used (alphabet, concepts about print, etc.). <p>-Create a collaborative inquiry group with teachers to meet at least twice monthly.</p> <ul style="list-style-type: none"> • Should include ESL1 teachers, Communication Arts teacher, History Skills teacher, L1 Math teacher, and paraprofessional(s). Focus should be on content and curriculum, rather than individual case conferences. <p><i>-Professional Development</i> Targeted professional development focusing on <i>language acquisition and instructional strategies for the identified group of students.</i></p> <ul style="list-style-type: none"> • PD should begin at the start of the year, and continue throughout. • PD at the end of September should focus on specific classroom supports for students with low literacy in the first language. • PD for all teachers on adolescent literacy development. • Research from ESL1/NLA inquiry team should be shared with staff when their report is ready. • Teachers who attend outside PD can turnkey at Wednesday meetings. • SIOP training (emphasis on student interaction + language objectives components in the SIOP model)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding for classroom library texts, workbooks - Title I SWP funds and Title 3</p> <p>Native language assessments - Title 3/Title 1 SIOP training and professional development - Title 1 & Tax Levy/SIFE if available</p> <p>Funding for per session activities for inquiry team meetings - Title 1 & Inquiry team funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>After first MP. ESL teachers, content teachers, and LTW staff will receive a list of students identified as having been identified as lowest performing.</p> <p>Marking period analysis of ESL bench marks and Diploma Plus competencies to evaluate individual student progress.</p> <p>Grades on report cards.</p>

Create Curriculum Maps aligned to NYSED Core Curriculum that provide a rigorous and engaging curriculum for all students at Emma Lazarus High school.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the school year 2010-2011 at least one culminating in each content area at Emma Lazarus High School will have a curriculum map aligned to the rigor of the NYSED Core Standards. Each Map will be divided into units that- in addition to learner activities- include content, language and skill objectives.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. The ESL literacy coach will research and review curriculum maps from other schools that are based on the work of Heidi Hayes Jacobs and Wiggins & McTighe. 2. With the principal's guidance, a curriculum map template will be designed that is most effective for our school population. 3. With the principal's guidance, a unit plan template and a lesson plan template will be designed that is most effective for our school population. The school will discuss and agree on how the Diploma Plus Competencies and SIOP fit into our Maps and Units. 4. The Principal , Assistant Principal and Coaches will review the maps and units and provide additional feedback. 5. The school will review the templates. Any revisions will be made to ensure agreement. 6. During the first semester in PD/collaboration time, the ESL Literacy Coach will give sessions on the ideas of curriculum mapping and backwards design- in general and then in more specific terms. 7. Using the curriculum map template and present curriculums, Teachers will review content goals and the NYSED New Common Core Standards for each subject area and course. 8. Once the curriculum maps have been created and revised, faculty will divide their courses into units that reflect the goals and standards. These units will include "big ideas", essential questions, performance objectives, and skills students need in order to accomplish the performance objectives. The performance objectives will include content, language and skill components. 9. Course Units will be placed along a semester "time-line", to ensure that all units fit into the semester curriculum. 10. Professional Development will be given on the following topics: "Big Ideas and Essential Questions" in course Units; Language Objectives; Skill Objectives.

	<p>11. Every Other week during Professional Development time, teachers will share their ongoing work with their colleagues for feedback and revision.</p> <p>12. Curriculum Maps and unit plans will be created on the school's Google website. In this way, various faculty members will have access to documents and make contributions.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All staff will engage in professional development on backward planning.- Title 1 Staff will work both individually and collaboratively to develop the curriculum-Title 1 & Tax Levy On site coaches and administrators will work with teachers on the development of their individual curriculum maps during scheduled professional development times as well as in after-school - C4/ Title 1 and Tax Levy funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will provide evidence of progress at identified dates. Professional development sessions are to occur in August & September. First draft of the initial curriculum is due by January 1, 2011^t.</p> <p>All mapping will be completed by June 30 with evidentiary curriculum and units supplied by content teachers.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): College readiness for all students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students who want to go to college and their awareness of and readiness for the college application process, as measured through student surveys at the beginning and end of the school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Appropriate for their ESL levels, students should collect their college research in collegiate portfolios. These portfolios will travel with the students as they progress through ESL levels. (example: ESL1 students will be able to fill out forms; ESL3 students will write a personal statement) • Within each course, teachers will include college readiness in their curriculum. • In advisory, all students will be given a survey about their college plans. <ul style="list-style-type: none"> ○ Data compiled and shared with staff <p>Professional Development</p> <ul style="list-style-type: none"> • Train staff in basics of college research + application process. • Each teacher develops a plan for developing students’ skills that will support them in college. Time should be allotted for teachers to share their plans to ensure important material is covered with little overlap. • At least once per semester, teachers should reflect together about the process of readying students for college. <p>Creating a culture of “college awareness”</p> <ul style="list-style-type: none"> • Bulletin board with info, photos, trip sign-ups, etc. about colleges and universities. <ul style="list-style-type: none"> ○ Maintained by LTW • “College Day” once a month where students and teachers wear college T-shirts.

	<ul style="list-style-type: none"> • SAT Words of the week + Academic Word of the Week announced to teachers in morning meeting; , all teachers should make an effort to use + teach the word during the day. <ul style="list-style-type: none"> ○ Designate 1 teacher who is responsible for this. • Content teachers should create “Jobs in ...” bulletin board in their classrooms. (Jobs in history, jobs in math, etc.) • Guest speakers from colleges • Create a “College Info Library” with books about the SATs, application process, etc.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Money for college field trips (Title I/Tax Levy)</p> <p>Funding for books on SATs, college application process, etc. (Title I/Tax Levy)</p> <p>Inquiry team funding for compiling data from student surveys. (Title I/Tax Levy)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Creation of collegiate portfolios</p> <p>Teacher self-assessment/reflection on the section of their curriculum that includes college skills.</p> <p>Measure number/percent of graduating students who apply to college.</p> <p>Measure number/percent of graduating students who are accepted to college.</p> <p>Measure number/percent of graduating students who enter college following their graduation.</p>

**Increased enrollment -
development of connection to
school and integration into norms
and community**

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To acculturate new incoming students to schools vision, mission and goals (increased enrollment of 100 students). To integrate students in to the existing community; develop connections to the school; establish culture of trust and mutual respect.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>New students (to the extent possible) will participate in a summer school intensive to allow for foundation building in both academic skills and comfort level with the school, its norms and standards.</p> <p>Beginning in the summer and continuing into the fall, new students will participate in orientation classes and small group counseling.</p> <p>Each student will be part of a week long orientation during the first week of school.</p> <p>Each new student will be tested in language and math and assessed throughout the summer to maximize programs that support the students academically.</p> <p>Each student will be assigned to an advisory section and mentored by a staff member.</p> <p>The parent coordinator will work with families to create connections to the home and school.</p> <p>Each student will be connected to the Learning to Work program as a means of developing career awareness and increasing connections to the school.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Summer school programs- Title 3 & C4 monies</p> <p>Orientation classes- social worker and guidance counselor- per sessions as needed- Title 3, Title 1 & tax levy</p> <p>OTPS- for trips and supplies—Tax levy</p> <p>Parent coordinator- Tax levy for over time admin as needed</p> <p>School Aide- attendance outreach- Contract for Excellence (C4)</p>

Indicators of Interim Progress and/or Accomplishment

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

Schedule of summer orientation sessions for students (weekly)

Evaluation of school connections/ Engagement with LTW program

Attendance and academic performance

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	10	10			10		9	10
10	165	77			167		111	167
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Supplemental language acquisition courses both during the day and after school/ small group tutoring during the day/ Individual Rosetta Stone accounts for in and out of class usage/
Mathematics:	Additional day classes for struggling and identified student based on assessment examinations/ small group tutoring during the day/ Destination math/ after school support classes
Science:	Tutoring both after and during school
Social Studies:	Supplemental day classes for students identified with low content knowledge and organizational skills/ Additional classes for students in culminating classes/ After school tutoring
At-risk Services Provided by the Guidance Counselor:	One on one counseling sessions/ participation in advisory groups/ small group counseling sessions and individualized academic counseling/ after school counseling sessions for parents and students
At-risk Services Provided by the School Psychologist:	Provided as needed
At-risk Services Provided by the Social Worker:	Individual weekly and bi-weekly counseling sessions for students (and families) as needed/ assistance with external applications and processes as needed (WIC applications/ visa applications/ social service needs
At-risk Health-related Services:	Vision screening and glass prescriptions for all students/ group sessions on healthy eating and proper health and hygiene practices/ refers to outside providers for specific health related services

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

NCLB/SED requirement for all schools

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

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9, 10, & 11 Number of Students to be served: 233 LEP _____ Non-LEP _____

Number of Teachers 10 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Since the majority of students at Emma Lazarus HS are second language students and eligible for ESL services, Title III money is pooled with SWP and tax levy monies to support the language development of students. Our instructional program is consistent with mandates for ESL levels and includes the following:

Students in Beginner (B) ESL classes receive 540 minutes of ESL instruction per week. Students in Intermediate (I) ESL classes receive 360 minutes of ESL instruction and Advanced (A) ESL students receive 180 minutes of ESL instruction per week. In addition to the required ESL seat time, all students receive additional daily exposure to literacy development through content class teachers and other support classes specific to language development.

Title III After School Program

Our day program is supported by a supplemental after school ESL and Math program. The after school program targets 85 students in four classes. Students attend based on teacher recommendation and self-selection. Classes are offered four days (Monday, Tuesday, Thursday and Friday) per week from 3:30 to 5:00PM. The afterschool Title 3 program begins in October and ends in June.

The after school Title III program is intended to continue the development of students language acquisition and provide reinforcement and additional time on task for ESL day classes. Teachers align lessons with state standards and lessons consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Classes also focus on providing additional support for ESL student in specific content material (ie- math and social studies). Currently the materials used within classes vary but include class sets of novels appropriate for each level, teacher adapted materials, technology software such as Achieve 3000, Destination Math, and Rosetta Stone and other programs specific to ELL language development(for example, the Longman Keystone series and Edge series). All classes are taught in English with native language supports (dictionaries/ translations/ and additional native language texts). There are currently 8 certified full time ESL teachers on site and they rotate on teaching the afterschool classes. Afterschool classes also include content support in math. (ie- supported with Destination math.)

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

Professional development for teachers is on-going and intensive. It involves both on-site and off-site activities. One part time and one full time coach (ESL) works directly one on one with teachers to develop instructional strategies for ELL's. Additionally, the school is developing an instructional rounds model that allows for intervisitation and feedback sessions. Teachers attend both workshops and conferences.

We are currently working with the SIOP model and are continuing to train all teaching staff (both content and ESL) in the model. Training is provided weekly on Wednesday afternoons (1:20 – 2:40 and 3:00 – 5:00Pm) by the ESL coach and Principal. The Wednesday PD begins in September and continues until June.

Teachers also attend TESOL as well as other appropriate conferences. All teachers are included in the professional development (17 teachers). Topics vary weekly but include: infusion of ESL strategies in to the classroom; scaffolding, differentiation, methods of engagement, rubric development, development of project based work, vocabulary development, and infusion of core curriculum into the classroom. The final component of professional development focuses on curriculum development and training in backward planning. Teachers will receive per-session for both training and curriculum development.

In addition to on site professional development, all teachers attend one outside conference/professional development that is identified as supportive of ELL instruction. This year four teachers will attend the TESOL conference.

Parent and Community Participation Activity

Consolidated monies are used to support and promote parent and community engagement through a series of activities. Two hundred and fifty parents are the intended target population.

Parents are offered workshops on computer instruction on a ongoing basis from October through May. Parents can sign up for instruction based on their availability. Scheduling is flexible. These workshops are offered by the parent coordinator on site both during the day and after school.

Presentations by outside groups are scheduled four times per year to provide information on Health insurance for families; financial aide information; general health and immigration issues. These workshops will be held from 5:00 PM to 7:00 PM, two in the fall and two in the spring, and the workshops were offered by New York Immigration Coalition; Charles B. Wang Community center; Chinese Progressive Association; Amerigroup and by our college counselor. Community and parent engagement is also supported by the engagement of parents in bi-annual multicultural celebrations.

It should be noted that the Title 3 money received covers only a small portion of the targeted activities and is supplemented with Title 1 -SWP and tax levy dollars.

Section III. Title III Budget School: <u>02M394</u> BEDS Code: <u>310200011394</u>

Allocation Amount:: \$23,960.00

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)	9,479.10	190 hours of per session for ESL and content areas teachers teacher to support ELL Students through after school classes and curriculum development. 190 hours x \$49.89 (current teacher per session rate with fringe) = \$94791.0
Purchased services -		
Supplies and materials	\$8,000	Native Language support materials/ general supplies/ classroom libraries/
Educational Software (Object Code 199)	\$3488.00	Partial payment for Rosetta Stone licenses embedded into day time and after-school ESL instruction
Travel	\$2992..90	Partial funding for travel to TESOL and SIOP conferences
Other		
TOTAL	\$23,960.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At Emma Lazarus High School English Language Learners speak a variety of languages. When students register for ELHS the admission team works with parents and students to assess their language needs. They fill out surveys and have discussions with the admission coordinator and staff to identify the home language of the parents and the needs of the student. Upon identification of the language all further services and forms are provided in the language of choice to the parents.

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

ELHS translation needs are based on the information we receive from families and classroom observations of student need. We have a population that is reflective of the student body. A staff member has been identified to serve as the translator for written documents for each language. This individual translates all documents and letters sent to parents and students. We have other school staff that speak varied languages and support translation activities

Part B: Strategies and Activities

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

When a document or letter is needed for school wide distribution, we have one staff member designated to provide the translation of the necessary documents. When a parent comes in to meet with teachers, counselors we designate a counselor, school aide or LTW staff member to translate. As a second year school many of the standard documents have either been translated internally or downloaded from DOE translation services.

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

Initial language needs are identified by the intake coordinator (a certified ESL teacher) and support staff. When an interpretation is necessary we designate a teacher, a guidance counselor, a LTW staff member , or a school aide to Interpret for the parent, student and teacher.

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

ELHS has internal oral and written translation processes in place to support the school and DOE initiatives, and a diverse population of staff with the necessary language skills for translation. In cases that assistance is needed we will use the DOE translation services for written translations

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	351,842.00		351,842.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,518.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,592	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,184	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **n/a**

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

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement

policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Part I: General Expectations

Emma Lazarus High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
 - The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
 - The school will carry out programs, activities and procedure in accordance with this definition of parental involvement.
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
- that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Emma Lazarus High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: All communication with parents will be conducted in the appropriate language as identified by the parents, and parent will be informed of school activities; parents will participate of the school's leadership team, and develop the CEP in conjunction with the school.

2. Emma Lazarus High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- a. Parent members of the school leadership team will participate in the annual Quality Review.
- b. Parents will be interviewed as part of the school's Quality Review.
- c. Parent surveys will be a vital part of the School's Progress Report process.

3. Emma Lazarus High School will coordinate and integrate Title I parental involvement strategies. A primary focus of this involvement will include the "Parent's Computer Literacy initiative" which will provide ESL and technology literacy to parents to support their growth and their child's learning.

4. Emma Lazarus High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

a- An evaluation will be conducted at PTA meetings in the spring providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator/ Guidance Counselor. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal, SLT and PTA for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.

5. Emma Lazarus High School will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community focused on improving student academic achievement, through the following activities described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding the following topics by undertaking the action described in this paragraph –
- i. the State’s academic content standards;
 - ii. the State’s student academic achievement standards;
 - iii. the State’s and local academic assessments including alternate assessments;
 - iv. the requirements of Title I, Part A
 - v. how to monitor their child’s progress and
 - vi. how to work with educators.
- b. The School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- i. Providing parent workshops and courses dealing with computer training
 - ii. Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
- c. With the assistance of the district and parents, the school will educate its teachers, pupil services personnel, supervisors and other staff, on how to reach out to, communicate with, and work with parents as equal partners, reinforce the value and utility of contributions of parents, and implement and coordinate parent programs and build ties between parents and the schools by:
- i. Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
 - ii. Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner.
- d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
- i. school letters are translated and ELL students are provided with native language letters of school events
 - ii. Translation services information are posted in the school lobby in the appropriate native languages

APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY& SCHOOL-PARENT COMPACT- *Continued*

Part III: DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement-(e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably Available sources of funding for that training;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times.
- developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

1. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



School Responsibilities

A. Emma Lazarus High School will: Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

1. To continue to expand existing supports to engage students in reading and writing.
2. To provide intensive professional development using both internal (Principal, Asst. Principal, coaches) and external resources; staff developers. Inclusion of all components of a balanced literacy program: Independent Reading; independent writing; shared reading; interactive writing; read aloud; word study; guided reading; double period literature blocks; and literature circles.
3. To provide both day and after school tutorials for student.
4. Provide ELL students with materials in their native language(s).
5. Use technology to engage and support students language acquisition
6. To provide the highest quality education to all of our student

B. Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child’s achievement.

Specifically, those conferences will be held:

On October 28 & 29, 2010 and on March 17, & 18, 2011

C. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards will be given six times a year. Teachers are available as needed to meet with the parents. Parents are encouraged to communicate with the Parent Coordinator for the interim updates. Advisors will regularly outreach to parents as well attendance and guidance staff

D. Provide parents reasonable access to staff. Specifically, staff will be available for scheduled appointments and open school sessions.

E. Provide parents opportunities to volunteer and participate in their child's education, and to observe their child's class

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home by:
 1. Making sure that he/she comes to school every day on time.
 2. Making sure that all homework assignment and school projects are completed on time.
 3. Providing an environment conducive for study.
 4. Monitoring the amount of your child spends on television and computer games.
 5. Communicating positive values and character traits, such as respect, hard work and responsibility.
- Volunteering in my child's classroom;
- Participating, as appropriate, in decisions relating to my children's education;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- Reading together with my child every day;
- Providing my with a library card;
- Communicating positive values character traits, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of an following the rules and regulations of the school and district;
- Supporting the school's discipline policy;
- Express high expectation and offer praise and encouragement for achievement.

	Print Name	Signature	Date
Principal	MELODY KELLOGG		
Parent			
Student (If applicable)			

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signings the School-Parent Compact will be helpful, signatures may be encouraged).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Emma Lazarus High School is a second year school and based on the comprehensive needs assessment we have determined the list of clear, focused school level goals and action plans (long-range, annual, and interim) that is thoughtfully designed to leverage changes that explicitly link to accelerate student learning and social-emotional growth. Goal setting and action planning at the school level are informed by a comprehensive data driven needs assessment, analyzing student outcomes and existing instructional and organizational practices with regard to closing the achievement gap and/or college-readiness expectations. As evident in our first year we have an excellent passage rate on our Regents exams and our average attendance is at 94%. Our students are progressing above average in obtaining credits.

In order to maintain these results and continue to stay on track with the State academic content and student academic achievement standards, we will devote considerable resources to teacher development and growth. The structure of the school provides time for teachers to collaborate and engage in professional development. On-going professional development has focused on developing and enhancing quality teaching. Staff share lessons openly and provide feedback to one another, and the principal and coaches facilitate this process and the professional development. Instructional emphasis has been a direct reflection of the needs of second language students.

While we have focused intensely on analyzing teacher lessons and developing base line curriculum it has been from a forward perspective. Our second year goals are going to focus on more long term planning, curriculum mapping, and more unified goal setting. We also agree that while we have used varied assessments we need to incorporate more authentic assessments that are directly connected to the exit criteria for each class. While our focus in the first year was on the quality of our teaching, we want to now focus more on the evidence of learning. Our last goal for the 2010-2011 emphasizes how we use data to inform our instruction. Currently we meet regularly to discuss student performance but we believe that we can deepen our use of data to better target individual student needs and support instruction. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

- included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

The school maximizes any and all opportunities for advanced levels of student achievement. The school offers multiple entry points for language development both in content and ESL classes. After school classes attract significant numbers of students and provide additional methods to provide enriched and accelerated curriculum. Day school small tutorials provide another support. Other activities such as advisory and our learning to work program support student improvement. Students receive career and job exposure through on site counseling services and LTW trips and activities.

Also, the school-wide vision, philosophy, and professional development supports instructional strategies that are research based such as balanced literacy, workshop style, point of entry model, differentiated instruction, constructivist teaching, and hands-on, project based and cooperative learning.

There are six LTW staff (4 counselors and 2 social workers) plus one guidance counselor on staff that intensively support incoming students who have a great deal of urgent needs. Many students are recent immigrants who need help with housing, jobs, and other social services, the LTW staff work closely with students to provide these supports. In addition, these personnel provide extensive college and career counseling for all students.

Students also have access to a variety of technological supports and software targeted to support and integrate technology in the instructional program, support language acquisition and develop technology skills in after school classes and day program.

3. Instruction by highly qualified staff.

Are staff has appropriate state and city certifications; most have obtained a masters degree in education; many continue to seek course work and professional development outside of the school day and time; and finally many teachers are dually certified.

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

Professional development is critical to the quality of our staff's performance. The design of our program incorporates our commitment into the program design. All staff has biweekly scheduled sessions for collaboration and lesson planning. Additionally, all staff members meet weekly for a two hour staff development session. This allows for continual learning, assessment and implementation of classroom and instructional strategies. Professional development is a real strength of our school because our staff can continually grow through sharing and embedding various instructional techniques.

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

Our strategies to attract high-quality highly qualified teachers has been to reach out to the most highly qualified universities in the area, attend hiring fairs, look within the DOE by posting positions with descriptors that indicate the high quality needs of our school, and finally by word of mouth from our teachers, students and families.

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

As a new small school a part of our admission process involves making connections with parents as an entry point to engagement. We also have advisories whose focus is to support the students through mentoring and acting as liaisons to the family. Both of these methods provide us the opportunity to engage our immigrant families in support services offered by the school and on-site program focused on language development and technology.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

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

The school model is based on teacher “buy in” and collaboration. All staff members play an active role in the school decisions and work as a group to discuss student performance via results on both summative and formative assessments. Appropriate accommodations have been built into the schedule to support this. The administration also maintains an “Open Door Policy”.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Built in teacher collaborative time provides the opportunity for identification of students needing assistance. The small group tutoring sessions built into the day provide opportunities for student support as do the lunch time tutorials and the afterschool support classes.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

On-site LTW and guidance personnel work with students to provide integration of programs into the curriculum and through stand alone classes on nutrition, job readiness and technical readiness.

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

NOVEMBER 2010

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide 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.

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			351,842.00	x	pp. 12 – 22, p. 30
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal	x			23, 930.00	x	pp. 12 – 22, pp. 26 -27
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	x			1,652,004.00	x	pp.12 - 22

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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

Students in temporary housing receive all the primary services provided to students at Emma Lazarus. Additionally, identified students receive support through on site counseling and targeted assistance in advisories. Dependant on the age of the student other services may include assistance in procuring social services and health care. The parent coordinator and social worker also work with families to provide assistance as applicable.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	EMMA LAZARUS HIGH SCHOOL						
District:	2	DBN:	02M394	School		310200011394	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		0	0				NR
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		0	40				
Grade 10		150	188				
Grade 11		0	12				
Grade 12		0	0				
Ungraded		0	0				
Total		150	240				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
			54.5

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
		60.0	100.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
			14

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
			112

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	Principal Suspensions			2
# in Collaborative Team Teaching (CTT) Classes		0	0	Superintendent Suspensions			0
Number all others		1	0				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants			0
Early College HS Program Participants			0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			9
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			4
# receiving ESL services only		144	TBD	Number of Educational Paraprofessionals			1
# ELLs with IEPs		1	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			120	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			22.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			93.8
Black or African American		2.0	5.4				
Hispanic or Latino		34.0	30.8				
Asian or Native Hawaiian/Other Pacific		62.0	54.2				
White		2.0	2.9				
Male		50.7	52.5				
Female		49.3	47.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Nancy Scala	District 02	School Number 394	School Name Emma Lazarus HS
Principal Ms. Melody Kellogg		Assistant Principal Joel E. Heckethorn	
Coach Caroline LoBuglio		Coach Sandy Scragg	
Teacher/Subject Area Victoria Yang, ESL		Guidance Counselor Stacy (Yee) Shau	
Teacher/Subject Area Yasuko Morisaki, ESL		Parent Gong You, PTA President	
Teacher/Subject Area Hai Yan Gao, Math		Parent Coordinator Jillian Ramos	
Related Service Provider		Other Pia Raymond, LTW Coordinator	
Network Leader		Other Thomas Wernham, LTW College C	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	8	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	244	Total Number of ELLs	233	ELLs as Share of Total Student Population (%)	95.49%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

Step 1: When a student arrives at ELHS they are greeted by our intake team, which includes Caroline LoBuglio, our ESL coach/coordinator who is a certified pedagogue; Stacy Yee Shau, our guidance counselor; Margarita Cheng, our community associate and Jillian Ramos, our parent coordinator. Step 2: Ms. LoBuglio, our certified pedagogue administers the Home Language Identification Survey (HLIS) to the parent and child. We determine the language of both the parent and child maintain records in ATS, Emergency Medical Cards and we keep the HLIS on file. Once we determine the home language we seek to get the the correct translated documentation. Translated documents are provided to parents based on their preferred language. On site bi-lingual staff is available to assist Ms. LoBuglio, Ms. Shau, student and the parents with translation services as needed to complete the HLIS during the intake process. Ms. LoBuglio, our certified ESL coach and coordinator oversees the process. We offer the parents the Bill of Rights and Responsibilites, and we have the appropriate signage hanging in the guidance office and main office of the school. We have documents in all available languages translated and we call on the office of translation to ensure support with any additional documentation. Step 3: Once we determine that the student is an ELL, we provide them with the DOE provided brochure, DVD and research regarding the three types of programs for ELL students. After parents have been provided with these options Ms. LoBuglio along with Ms. Shau, Ms. Cheng or Ms. Ramos provides the parent with the choice letter in the desired language. We provide translation support from our own bilingual staff or when necessary, seek assistance from the office translation services. The letter is completed and put on file with the guidance office and if the student matriculates with us, the document is put in their cumulative folder. Our ESL coach, Caroline LoBuglio (ESL certified), administers our own internal assessments, our math specialist, Hi Yan Gao, gives a math diagnostic and Victoria Yang (ESL certified) and Yasuko Morisaki (ESL certified), 2 of our ESL teachers administer the LAB or the LAB-R when applicable. Step 4: After this initial testing, within the 10 days we place the student in our school with the best program to meet their needs. If a parent and student choose either Bilingual Education or Transitional Bilingual Education, we refer them to the Office of Student Placement for additional supports in finding the best school. Each year we use the data off of the NYSESLAT to determine which level our students should be placed in for their freestanding ESL classes. We also administer the ELL periodic assessment in our ESL classes. As a new school with a majority population of second language students, many of which are newly immigrated, we have limited historical data on our students. Initial internal testing and interviews indicates a majority of the students entered with a proficiency level of Beginning with many of these students testing as “true beginners” with no recognition of English or ability to speak the language. Writing sample analysis indicates limited abilities of students in written expression. Transfer students predominately also fit this profile. While internal transfers exhibit word recognition and some social language abilities, writing and comprehension skills are weak and appear to be a significant factor in prior lack of academic success.

(2) What structures are in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL)? Please describe the process, outreach plan and timelines.

Each student upon admission to ELHS is required to include their guardian/ parent in the intake process. With the guardian/parent present we explain in detail (using NYCDOE brochures, video and research from the three program options and translations with the parents preferred language) the options for ELL students in New York City (TBE, bilingual education and freestanding ESL). Our guidance counselor, Stacy (Yee) Shau; parent coordinator, Jillian Ramos; ESL coach, Caroline LoBuglio; support staff and principal, Melody Kellogg is part of the team that meets with all parents to ensure a thorough understanding. Native language support is provided in all instances. Ms. LoBuglio, our certified pedagogue and the intake team provide each parent with the choice letter for them to complete at this meeting. We also then clearly describe our program and provide them with the information regarding our ESL model (freestanding ESL). Each parent and student is informed of the expectations at ELHS. We describe our freestanding model, referencing its foundation principals as consistent with the international approach of English only immersion classes. We then discuss how all content classes are taught with ESL strategies embedded in them and ESL classes are free standing. Our entire staff, including our six Learning to Work partners (LTW) provided through our partnership with The New York City Mission Society engages in outreach to our parents and the diverse communities of NYC. The HLIS, parent choice letter, entitlement letter, and other pertinent ELL documentation are put in the cumulative folders and the folders are kept on file in the guidance department. In addition, we use HIBE in ATS to ensure that surveys are available for review at our school.

(3) Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

At the initial meeting with the student's guardian(s), we provide in person all necessary letters and documentation. Our staff is as versified as our student population, so we are able to provide translation support and check for understanding of the materials. We collect all forms and letters at this meeting before a student reports for their first day. All of our support materials are printed on ELHS school letterhead. We do additional follow up with parents annually to ensure that the program choice offered at ELHS is still the desired method of instruction for their student.

(4) Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

We are a freestanding ESL program, so once Ms. LoBuglio, the ESL certified coach has completed the internal initial assessments we place students in the level of instruction that best suits their individual needs (both in terms of content level classes as well as ESL instruction). The guidance counselor does a complete review of the student's transcript. Each student must provide us with either a transcript from the US or a foreign transcript. Students are provided the courses they need to complete graduation/Regents requirements and graduate in the limited time frame often defined by the traditional transfer student. The parents are notified of the students' placement with native language supports orally provided by bilingual staff as well when necessary in writing with the parents desired language.

(5) After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in programs choices that parents have requested?

Our parents pick ELHS because they know we are a freestanding ESL, English immersion program. 100% of our students' parents have chosen freestanding ESL; those that have not have been referred to the office of student placement. We have not letters on file at this time that indicates one of the other program choices.

(6) Are the program models offered at your school aligned with parent requests?

Yes, our program model is freestanding ESL, English Immersion content with ESL structures imbedded. This is aligned with the parent requests from the letters kept on file and in HIBE on ATS.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-										20	20	20	0	60

Contained															
Push-In														0	
Total	0	20	20	20	0	60									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	233	Newcomers (ELLs receiving service 0-3 years)	221	Special Education	0
SIFE	67	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	221	43	0	9	3	0	3	1	0	233
Total	221	43	0	9	3	0	3	1	0	233

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

C. Home Language Breakdown and ELL Programs

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

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

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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										23	52			75
Chinese										13	101	2		116
Russian										1	3			4
Bengali											2			2
Urdu										1	3	2		6
Arabic											1			1
Haitian										1	3			4
French										3	2	1		6
Korean											1			1
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish											4			4
Albanian														0
Other										4	7	3		14
TOTAL	0	46	179	8	0	233								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

(1) How is instruction delivered?

a. What are the organizational models (e.g. Departmentalized, Push-In, Pull-Out, and Collaborative, Self-Contained)?

*Self Contained - freestanding ESL classes equals 20 potential periods a day for each student in the 9, 10 or 11 grade based on their ESL level.

The Emma Lazarus High School for English Language Scholars program is an immersion model with stand alone ESL classes. The programs of study are aligned with the New York State's ESL and ELA curriculum and reflect the state and city learning standards through instructional practices and proper use of acceptable learning materials such as texts, materials, and references for support in students' native languages. Classes include language arts instruction, and focus on developing a solid base of writing, reading, and oral proficiency in English. English Language skills are also furthered using a Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English. Lessons are supported with materials focused on assisting our English language learners with vocabulary by using visual aids and native language materials. Content area classes are aligned closely with and reflect all state and city learning standards and are supported with ESL instructional methodologies and use of the Sheltered Instruction model (SIOP).

b. What are the program models (e.g. Block [Class travels together as a group]; Ungraded [all students are regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same one class])?

Our students are grouped homogeneously by proficiency level in their ESL classes; in social studies, science, and math, students are grouped both by content level and homogeneously by ESL skill level. All classes are taught in English with ESL and native language supports. All of the free standing ESL classes are taught by ESL certified pedagogues; in addition 2 of our content area teachers are dually certified ESL and content in science and social studies.

(2) How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model? How are explicit ESL, ELA and NLA instructional minutes delivered in each program model as per

CR Part 154?

Students in Beginner (B) ESL classes receive 540 minutes of ESL instruction per week. Students in Intermediate (I) ESL classes receive 360 minutes of ESL instruction and Advanced (A) ESL students receive 180 minutes of ESL instruction per week. These minutes equal the units mandated by the city and state. In addition to the required ESL seat time, all students receive additional daily exposure to literacy development through content class teachers and other support classes specific to language development. There are currently 8 certified full time ESL teachers on site. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Currently the materials used within classes vary but include class sets of novels appropriate for each level, teacher adapted materials, technology software such as Achieve 3000, Destination Math, Rosetta Stone, Oxford Picture dictionary and other programs specific to ELL language development(for example, the Longman Keystone series and Edge series). Explicit ESL instruction is delivered in ESL and content area classes through scaffolding activities and materials that support students' comprehension and development.

(3) Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

Our Language Allocation Policy is a comprehensive school-wide plan designed to address the needs of our students as they progress toward academic proficiency in English and graduation. All content classes are taught in English and students are encouraged to speak and write in English through a myriad of activities focused on encouraging these skills. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. Additionally, students are encouraged to bring their personal experiences in through individual and group projects. Academic language scaffolding and Total Physical Response (TPR) are also incorporated into our content area classes to strengthen both oral and written skills. The ESL coaches work with all teachers to ensure that ELHS carries out a balanced literacy program intended to support our ELL students in meeting state standards and assessments. Three of our content teachers are dually certified in ESL and the remaining staff has or is receiving professional development. We expect teachers to use effective ESL strategies, to scaffold learning, to use native language supports and differentiate instruction and to incorporate technology into lessons as additional supports.

(4) How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

*Number of Sife students based on projections for enrollment for 2010-2011. Testing is on-going.

Our SIFE students receive additional courses offered and designed for them in our after school program that runs from 3:30 – 5:00 p.m. every day except Wednesday. In addition we use blended learning both during the day and in after school classes to support both our SIFE and ELL/non-SIFE students. The SIFE component of the after school program is designed to supplement all areas of language development in traditional academic and alternative learning environments including the arts, history, science, reading and technology. ESL and English teachers collaborate with the content area to support additional language acquisition and academic development. In addition, we provide tutoring and extra academic support during the school day as well as our advisory periods that are designed to ensure students have the emotional supports that they need.

b. Describe your plan for ELLs in US schools less than three years (newcomers).

Our entire program has supports directly targeted for the newcomers. We offer additional support classes in ESL and content for students who are new arrivals and test as beginners. In these classes teachers embed additional native language supports, such as software, and native language materials we also use our diverse bilingual staff members to support newcomers. We begin with basic level English instruction and scaffold our instruction to support our new arrivals. Our newcomers also have access to the after school program. All newcomers also are supported with numerous guidance and social supports to assist in their transition.

c. Describe your plan for ELLs receiving service 4-6 years.

For these students we identify them and inform the staff. We .individual programs for these students that reflect their ESL level and place them in tutoring. Students are encouraged to take additional after school ESL and math classes to support them. Our staff constantly looks at the data and reviews the students who fall into this category to ensure that we look at ways to best move them.

d. Describe your plan for Long-Term ELLs.

All of our long term ELLs are identified by our ESL coordinator and administration. A regular update is provided by our guidance counselor and they are carefully monitored for their progress and graduation needs. Appropriate tutoring and scheduling is implemented to ensure that they are placed in the classes and tutoring they need to graduate on time and pass the required Regents exams.

e. Describe your plan for ELLs identified as having special needs.

We currently have no ESL student identified as in need of special education services. In the event that we receive a student that is mandated with IEP services, content and ESL teachers will collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies may include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers as well as tutoring and support classes. Both our four to six year ELL's and our extension of service ELL's are supported consistent with their individual needs.

B. Programming and Scheduling Information--Continued

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

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

All of our content area instruction is targeted to support the needs of second language students and infused with ESL supports and strategies. Additional targeted interventions include tutoring during the day and afterschool courses. Each staff has a group of students that they meet with twice a week for forty minutes to target specific skills for students who need additional support. Additional targeted instruction occurs in student advisories where students receive support in social-emotional issues as well as instruction specific to the needs of ESL students. The targeted interventions ranges from organization skills, to writing, reading, oral skills, job readiness skills, orientation skills and content specific skills. After school we offer homework assistance and targeted courses in ESL and math. In science and social studies we offer additional supports with native language. We offer a weekend push-in to provide native language support. In the culminating Regents courses we offer additional evening and w

(6) Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Students who test out on the NYSESLAT continue to receive services consistent with their literacy and graduation needs. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to state mandates. Our transitional ELL students have access to a range of advanced courses and stand alone English classes consistent with their grade and proficiency level. Every student at ELHS has the opportunity to graduate with an advanced Regents diploma. We offer SAT prep courses, trigonometry and advanced Algebra. Students also have elective courses such as additional foreign language and technology. Transitioning students still are required to take ESL classes and advanced English. We offer supports through our college readiness program and advisory programs to prepare students for transitioning after high school. Our college advisor provides them with information and tools for understanding regarding the college entrance process.

(7) What new programs or improvements will be considered for the upcoming school year?

New programs at ELHS for 2010 – 2011 include embedding more arts programming, the addition of Yoga classes and collaborating with CUNY's College Now program to provide opportunities for our ELL students who are close to graduation the option to take college courses. In addition, we have admitted 100 new students and added several new staff members. We are looking to expand upon many of the successful programs from last year. We have teachers who are taking additional professional development around green technology and green farming. We are looking into grants to support our college readiness program, the upgrading of our science labs and infusion of more technology with our students, staff and administrators. We are offering more parent workshops around health and immigration issues and we are looking for additional supports that we may provide our families. We will be continuing to expand our community building activities by adding more school-wide events while maintaining many of the already successful events such as Camp-Get-Away. All of these programs continue to promote the tenants of our mission and vision by equipping our students with English and providing them with a sense of community and belonging. Programming for ELHS students is also a fluid process and is adapted each year to meet all mandated classes but also to support identified needs specific to incoming students.

(8) What programs/services for ELLs will be discontinued and why?

At this time we do not plan to discontinue any of programs or services for ELLs; we are only in our second year as a school and after evaluating our programs and data we have determined that we don't need to discontinue and services. We are consistently monitoring and tweaking existing programs.

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

ELHS is comprised solely of second language students so all programming is open and specific to all ELL students. All programs, both during the day and after school offer either direct instruction for ELL's or serve as supplemental activities or instruction. As our numbers increase, we are exploring avenues to provide more variety in activities for students both in terms of additional arts programs and are working with other schools to expand/combine activities such as sports and other extracurricular events. Students at ELHS also engage in community service projects and internships. These supplemental programs are integral to the development of our students and provide them opportunities for job exploration, targeted application of their English language skills and exposure to real work environments. Our Learning to Work (LTW) staff finds and develops these sites for our students. The internships sponsors are screened specifically for compatibility for our students as ELL's. Additionally, our LTW staff provides workshops and special engagements for our students around career and college and works with them as part of the acculturation process. Through our partnership with The New York Mission Society, our students engage in community activities specific to their cultures. Some examples include participation in Latino and Chinese Heritage activities, special trips to museums and other culturally relevant venues and activities around the city of New York.

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

Instructional materials- All ESL and content area teachers utilize materials designed to develop language skills along with content. The teacher center staff developer/coach and administration work directly with teachers in the selection of appropriate texts, reading materials, and listening activities. Materials are selected to allow for scaffolding to support students' progress in the content areas as they acquire English. Further, teachers use mobile laptops, listening labs, smart boards and a variety of technological learning tools during their regular and after school classes. Our ELL students engage in extensive group work, completing many individual and group projects in both ESL and content-area classes. This allows them to collaborate, using English as a common language and produce presentations that reflect the material being learned in each academic class. Student net- books, specific soft ware such as Achieve 3000, Destination Math, Rosetta Stone, Oxford Picture Dictionary and other technology supports allow our students to access the internet and produce work that is professional and research-based. In each content classroom as well as in the ESL classroom, students incorporate the fundamentals of ELA balanced literacy. To do so, students are taught in a print rich environment and are given access to the school library as well as developing classroom libraries. Furthermore, we label the library with Lexile levels and use resources that are predetermined and written specifically to meet the benchmarks for ESL and content courses. These libraries will continue to be expanded as our school expands. Additionally, each teacher is provided a budget to support his/her classroom through classroom libraries and other materials specific to the needs of the students.

(11) How is native language support delivered in each program model?

In our content area courses we provide teachers and students with native language materials such as dictionaries and reading materials that are printed in both languages. We also have a diversified staff that speaks many of the languages of our ELLs and we program staff such that we are able to best utilize these additional language skills. We have support staff on site including our Learning to Work (LTW) staff that push-in to classrooms to provide additional translation support. Because we are an English immersion only program we impress upon our teachers to use English only instruction. We scaffold so that the language is broken down in level appropriate lessons to support student learning and success. We continue to hold each student to high expectations and push the English vocabulary daily to increase student achievement.

(12) Do required services support, and resources correspond to Ells' ages and grade levels?

Yes, all of the supports and materials we have obtained and continue to purchase correspond to the ELL level. We have been working to increase our native language materials, our ESL books and libraries and our software.

(13) Include descriptions of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Since ELHS is comprised of so many second language students, a significant number of which are newly immigrated, all of our initial activities are focused on creating an environment that is safe and secure for all entering students. During the first week of each school year teachers engage in a proscribed set of lessons focused on assisting newly enrolled students. In addition, this year as a second year school

and because of the receipt of a Title 3 summer grant, we were also able to offer newly enrolled students the opportunity to attend our summer school prior to their entrance in September. We invited all of our newly enrolled students to partake in our four week intensive summer school. This summer school comprised of instruction from 8:30 to 1:00 Monday thru Thursday and was ESL intensive with an emphasis on speaking, reading, listening and English grammar. In addition, we offered two weeks of math skills and living environment. New students were welcomed to participate and were immediately enveloped in the school's culture. New students arriving after summer school are given a full introduction and orientation before starting. The guidance counselor and parent coordinator work closely with the student and family to ensure that they are aware of the school's expectations and rules and there are many built in supports focused on continually "checking in" on the new students. We continue to seek and inform staff of new arrivals and the supports that they need. We have weekly meetings around students in which we often discuss academic progress and the work of these students as well as any special needs they may have, (i.e. - health, family or housing issues.) We also provide staff with as much information as possible to support both their instruction of the new ELLs, and any emotional needs that a student may have when matriculating here.

(14) What language electives are offered ELLs?

Through the use of Rosetta Stone we offer all of our students the option of learning additional restraints at this time we do not offer stand alone foreign language courses. In addition, our diversified, bilingual staff offers students tutoring in foreign languages. Given our time and resource restraints at this time we do not offer stand alone foreign language courses.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

(1) Describe the professional development plan for all ELL personnel at the school.

Our professional development plan provides our teachers and staff with several supports. We meet three times a week as a staff around ESL teaching strategies and topics. On Tuesday and Friday we have our 40 minute collaborative period; during this time we discuss student work, we provide structured time for teachers to co-plan between ESL and content classes, and we provide time for teachers to debrief on their inter-classroom visitations that occur once or twice a week. As part of the circular six assignments each teacher and staff member visits other assigned colleagues during the week. During this visitation staff observe a list of strategies we have deemed as necessary for working with ELL students. Teachers and staff provide feedback to each other regarding strengths and weaknesses observed during these exchanges. On Wednesdays of every week we have 2 hours of professional development sessions that provide staff a myriad of topics around best practices for ELL students. Such topics include but are not limited to language usage, visuals, groupings, classroom management, assessments and native language supports. We integrate in these workshops strategies from the SIOP model, technology supports and ESL strategies from Qtel and TESOL. Our coaches and administrators work hard to plan based on the needs of the staff and use data to check for implementation in instruction of information covered in these sessions. We also support our staff with per session time after school to do intensive co-planning and work together both in department and across content. ELHS is working hard to build strong curriculum maps that are designed with the end in mind. We backward plan and use our benchmarks to guide both our planning and professional development. In addition, each and every staff member is also encouraged and supported to attend additional professional development trainings outside of the school.

We also receive support for our school from our support organization, Diploma Plus. Their coach comes in on a regular basis to observe and provide feedback on instructional practices. Additionally, we send staff to conferences and workshops both around the city and nationally. Such workshops include SIOP training, Qtel, TESOL, ASCD, UFT and DOE trainings. We have two ESL coaches and two administrators who work with teachers one-on-one to provide individual support and professional development. Coaches and administration are consistently in

classrooms during instructional time and provide staff with feedback and suggestions for improving instruction. The coaches meet regularly both during the day and after school with staff to plan, work on assessments and review data. Administrators likewise meet with staff to support them, set goals and provide constructive feedback. Additionally, we have several inquiry teams that focus on data around our ELL students. For instance one group's focus is on the lower 10% of our student body and their academic progress. Our CEP goals are all written around moving our ELL students and the inquiry groups are looking at this data. Finally, our guidance counselor, parent coordinator, community associate, school aides and secretary regularly attend DOE workshops that provide them with valuable information when dealing with ELL parents, documentation and emotional supports.

(2) What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? The New York Mission Society and our school administration support the LTW staff, guidance staff and teaching staff in providing support to our students as they transition into ELHS and as they transition from ELHS to post secondary options. Our staff includes one guidance counselor and two social workers along with four additional advisors as part of the LTW staff. These staff members are regularly trained in working with students emotional and academic needs. The staff professional development is provided through Multiple Paths to Graduation, a division within the NYC Department of Education, as well as the New York City Mission Society.

We support our ELL students with an extensive advisory program; each student is assigned an advisor from our Learn to Work (LTW) staff which is supported from our CBO, New York City Mission Society. As new students arrive in our building they are immediately introduced to their advisor that checks in with them on a regular basis to make sure that they are adjusting and acculturating to both the school and in many cases the country. Our LTW advisory meets with students two times a week for 40 minutes. In the advisory periods they discuss a plethora of topics around the needs of ELL students in high school. These sessions are designed specifically to support students with transitioning into an American high school and in the following years it supports students with vital information for college readiness. One of the LTW staff is specifically charged with the duty of working with our entire population to inform and prep them for college choice, applications, and financial aid. They set up information fairs, college visits and have an office that is rich with information regarding post-secondary options. Several of the other LTW staff oversees our internships; they seek out companies and partners for our school where students go in the evenings to complete internship hours. These opportunities are invaluable for our students because it exposes them to real world working situations where they must use their English skills to manage the task of the internship.

(3) Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. Each of our non-ESL certified teachers attends workshops both within the DOE and outside not to mention we provide our own internal professional development as described in length in question one. Because we are an ELL only school, we continually provide staff with ESL training that meets and exceeds the mandate for the Jose P compliance of 7.5 hours.

E. Parental Involvement

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

(1) Describe parent involvement in your school, including parents of ELLs. Parent involvement in our school consists of regular monthly meetings, conferences, workshops and comprehensive outreach. At the monthly PTA meetings we provide parents with a list of topics that are predetermined based on parent surveys sent home, completed through our automated telephone system or done informally with our parent coordinator, guidance counselor, and staff. Topics include health issues, literacy and technology. In addition, we pair up with organizations to provide adult English classes, computer literacy classes, and additional health classes that take place during the week and on weekends. Our staff is strongly encouraged to reach out to parents directly whenever there is an issue or positive matter to discuss regarding student progress. Our LTW staff work hard with parents and involve them with the school. They often invite parents on school trips and get them interested in the college process and other services provided through the New York Mission Society. Finally, we have a monthly newsletter and use our automated phone messaging system to communicate with parents on an ongoing basis. All communication is translated in the parents preferred language when requested.

(2) Does the school partner with other agencies or Community based Organizations to provide workshops or services to ELL parents? ELHS partners with Charles B. Wang Community Center and any offerings they have regarding health. We partner and collaborate with the Chinese Progressive Association to provide our parents with English classes. The New York Immigration Coalition provides our school and parents with computer literacy skills. Our parent coordinator teaches workshops on computer literacy as well. The New York Mission Society provides funding for our LTW staff and we work with our own support organization Diploma Plus to provide many of our parent supports.

(3) How do you evaluate the needs of the parents?

We evaluate the needs of our parents through surveys that are distributed both in hardcopy and via our automated telephone response system. Our parent coordinator also canvasses parents at monthly PTA meetings, parent conferences and informal meetings and during phone calls. We are consistently planning and evaluating the needs of our parents and their interests when designing and implementing workshops.

(4) How do your parental involvement activities address the needs of the parents?

The workshops and involvement activities have a direct correlation to the needs expressed by our parents. We identify the needs of our parents based on their feedback from surveys and informal discussions with our staff, as well as from the use of data relating to the needs of immigrant parents/families. All of our materials and workshops are translated in as many languages that are available to us and we use staff and resources to communicate effectively with our population. We assess the effectiveness of our workshops and plan accordingly for future events.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										8	42	1		51
Intermediate(I)										3	82	3		88
Advanced (A)											10	2		12
Total	0	0	0	0	0	0	0	0	0	11	134	6	0	151

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										4	22		
	I										4	82	3	
	A										2	24	3	
	P											3		
READING/ WRITING	B										4	38	1	
	I										6	80	3	
	A											11	2	
	P											2		

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	24	19	24	19
Math <u>Geometry</u>	7		7	
Biology				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science	5	1	4	1
Living Environment	53	22	51	21
Physics				
Global History and Geography	48	16	44	16
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

(1) Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to

a proficiency rate level of “Intermediate” and eventually “Advanced” through each of the modalities. While some students tested mid-range on the LAB-R, we are fully aware that these students are deficient in writing (an area of weakness in the LAB-R testing). The model at ELHS takes into account the need to maximize every moment of instructional time to allow students to develop their literacy skills in the short time available to them. In support of this need we incorporate strategies into all our content classes that will enhance and support reading, speaking, and writing proficiency. As mentioned, we use the Pierson Periodic Assessment for our ELL students and we are continually engaging in the development of authentic assessments that correspond to our ESL benchmarks (which were developed based on state and city standards). Our schools instructional plan involves scheduling students in to one of several link courses – classes that focus on one of the ESL competencies. Students who are at the beginning level take two link classes – one that concentrates on speaking and vocabulary, while the other one concentrates on writing and reading. In our level 2, 3 and 4 students that take link courses specific to either writing, listening, or reading. Finally our advance students take English classes that begin to prepare them for either the SAT or Regents. Our instructional plan also includes the after school courses that afford students one more class at their level to obtain additional skills and reinforcements from the concepts being taught during the day.

(2) What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

We use RNMR in ATS to look at our data as well as ARIS. A triangulation of the data sources reveals that it is important that we have the supports in place to assist our students. Collaboratively we are discussing the data as a school community and examining our instructional practices, including assessment to ensure that we are moving our students forward to graduation, Regents passage and ultimately English proficiency. As a new school we are using the data to set both short term goals and long terms goals for continuous improvement. The data suggests that we need to continue to monitor students’ performance on listening/reading and reading/ writing to place them in correct courses and tutoring. We need to continue to look at the courses and embed instruction that address the students’ weaknesses on the various parts of these exams. We collaborate as a staff to examine this data and inform our practices to make best decisions to improve. Our coaches and administration are designing professional development around the instruction in the classroom. We consistently monitor teachers and their instruction to ensure that we are embedding strategies and supports that are consistent with weaknesses indicated in students’ outcomes on the assessments. Our Regents scores thus far have been remarkably successful and we know that we need to continue to work with those students who have not yet begun to test to ensure that we continue to have similar successes. We are also very well aware of the new core curriculum standards and embedding them in our instruction. We know that new challenges will arise in the coming years as we move away from the traditional Regents exams and toward the new assessments to match the new curriculum standards. These are part of our long-term goals. As we continue to disaggregate the data our decisions and instruction will be directly impacted and correlated to the results that we find.

(3) How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

Again after looking at students NYSESLAT data we share this with the ESL teachers and provide students with the necessary supports in class and the corresponding link courses. In addition, students are placed in corresponding tutoring based on their weaknesses. We offer tutoring for 40 minutes twice a week around reading, writing, listening and speaking.

(4) For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the Native Language?

Our students are faring well on the Regents tests regardless of the language they choose to take the test in. During the first school year at Emma Lazarus High School 192 Regents exams were administered; of those exams 177 students passed with a passing average of 92.7%. The breakdown of English and Native Language can be found in the data above. We are continuing to double up courses with PM school; in school tutoring that provides additional supports for students in Regents culminating courses. We continue to provide professional development to teachers and staff around Regents instruction and preparing our students to take the exams.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The leadership and teachers at ELHS are using the results of the ELL periodic assessment to ensure that students are placed in the correct level for ESL instruction. We are doing item analysis to ensure that instruction reflects students’ weaknesses; we continue to reinforce the strategies and concepts that students are performing well and we envelope in our practice ways of ensuring that ELL students know how to take tests.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

The school is ensuring that instruction matches the items covered on the periodic assessment. We continue to use Native Language supports and test taking to support students.

(5) For Dual Language programs. N/A

(6) Describe how you evaluate the success of your programs for ELLs.

We are currently evaluating our programs for ELL’s based on student passage rates in courses, on Regents exams and credits earned. We

are monitoring and tracking student progress closely in order that we are well informed of the progress being made by our students. Through early identification and evaluation of students, collaborative planning and preparation, guidance support services, and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school, (Parents, Students, Faculty and the School Leadership Team) is involved in the development, implementation and assessment of Emma Lazarus's instructional effectiveness. We are committed to providing quality instruction to all our students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10

	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		
	Other		11/1/10
	Other		
	Other		
	Other		