



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : EMMA LAZARUS HIGH SCHOOL FOR ENGLISH LANGUAGE SCHOLARS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M394

PRINCIPAL: MELODY KELLOGG **EMAIL:** MDKELLO@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Melody Kellogg	*Principal or Designee	
Kara Vona	*UFT Chapter Leader or Designee	
Dionne Wyatt Mokolo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Xiao Ting Zhou Xue Qing Liang	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jannina Sedrowski	Member/Parent	
Anna Jimenez	Member/Parent	
Jin Yun Chan	Member/Parent	
Jose Vasquez	Member/Parent	
Dina Nowicki	Member/Teacher	
Stacy (Yee) Shau	Member/Guidance Counselor	
Anna Solovyeva	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To expand the use of curriculum maps as a tool for cross curricular support and a tool to incorporate common core literacy standards into existing maps. By the end of school year 2011-2012 all existing curriculum maps will have incorporated the new common core standards inclusive of appropriate modules.

Comprehensive needs assessment

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

Curriculum mapping is identified as a goal for our school to ensure an alignment of instructional components (including content objectives, skills, Blooms, assessments, activities and resources) to the new common core standards as it pertains to our ELL population. The need for each teacher to have the ever evolving tool of a curriculum map to guide deep and meaningful instruction will prepare our students for the challenges that they will encounter after graduation by clearly delineating what semester goals are and how teachers will reach the goals in inquiry and evidence based instruction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- 1. In September and October, existing curriculum maps will be reviewed by the teaching staff, the literacy coach and the Principal. Using the curriculum map template and present curriculums, teachers will review content goals and the common core standards for each subject area and course.**
 - 2. In the fall semester during professional development and collaborative time, the ESL Literacy Coach will give sessions on the common core standards and teachers will begin integrating the literacy standards into the existing curriculum maps.**
 - 3. A Google documents site will be created where all existing curriculum maps will be posted with semester goals. This will allow teachers to see each others' maps and to act as a prelude to infusing literacy tasks into content subjects and content material into ESL classes.**
 - 4. The Principal and Literacy Coach will review the maps and units and provide additional feedback on an on-going basis.**
 - 5. While curriculum maps are being modified, the Principal, Assistant Principal and coach will work directly with teachers to develop their daily lesson plans to incorporate three distinct lesson objectives for each lesson. The three objectives will include a language objective, a skill objective (higher order thinking) and a content objective.**

6. Time will be built into monthly professional development time for teachers to collaborate on lessons, curriculum maps, and cross curricular support.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our teachers, staff and administration will provide parents several means to access student curricular expectations for each class. By having the curriculum maps teachers will be able to effectively communicate with parents the goals and objectives. Parents will be provided support that will allow them to work with their child to improve achievement in literacy, math, science, social studies and when feasible the use of technology at home. Furthermore, we will share our curricular objectives with parents in languages of choice through the use of interpretation so that parents have a clear understanding.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Current staff will continue to have weekly professional development around curriculum maps, assessment and planning. Additionally, teachers will engage in bi-weekly collaborative periods that allow for discussions of cross curricular planning. Teachers will each be provided access to our ESL coaches, additional outside coaches and will be encouraged to attend at least one outside professional development opportunity each academic year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Outside consultants such as coaches from New York City Writing Fellows; the Lead Program at the Lincoln Center for the Arts and other organizations will directly be used to support teachers in planning and creating resources that can be embedded in their curriculum maps.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

All staff will engage in professional development on common core standards, and objective development.- Title 1

Administrators will work with teachers on developing the individual lesson template –Tax levy/Title1 SWP.

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 - Title 1 and Tax Levy funds.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To expand our college and career readiness program and incorporate common core standards. The goal is to finalize what the “career curriculum” looks like and to assign topics to specific ESL Levels by June 2012.

Comprehensive needs assessment

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

Further college and career readiness awareness is Important for all students. With a population of second language students that often have had no prior exposure to the concept of career choice, and are over age and under credited, intense preparation is necessary. While the instructional program is strongly literacy based and intended to prepare students for the State Regents, SAT and college entrance exams, because of the second language issues, it is not always a guarantee to college readiness.. Emma Lazarus is in its third year with a full graduating class expected in June of 2012. Choosing this goal is a direct reflection of our need to ensure that students are being serviced properly and provided all necessary tools to be successful upon matriculation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Professional Development: familiarize and train staff in common core objectives regarding college readiness. Responsible staff- Administrators and coaches.

Work directly with college counselor and guidance counselor to develop a concrete career curriculum- Responsible staff- Principal and Assistant Principal.

Supplement college advisor’s efforts through a curriculum specific to the advisory that deepens and expands the career exploration process.

Responsible staff- outside consultants/ LTW coordinator/ administrators.

Expand LTW internships to include “shadowing” opportunities for students.

Instructional strategies/ supports will include:

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.

We will offer SAT prep courses, special college writing and reading classes.

Responsible persons: Teachers/coaches

Creation of collegiate portfolios- All potential graduates should evidence portfolio packages by December of 2011.

Record of classroom lessons by college counselor- all documents to be shared bi-monthly with administrators.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the course of the school year we will provide parent informational meetings to involve them in the planning and decision making of their child's college and career choices. We will share information about school and parent related programs in a format and languages that parents can understand. We will inform parents about filling out college applications, financial aid and scholarships. We will continue to support parents and students regarding possible career goals as well as continue to keep all stakeholders informed about the requirements to graduate. Finally, we will offer parents information about how to support students at home in order to take tests such as the SAT and ACT.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Current staff will continue to have weekly professional development around ways to embed college and career readiness into their classes and advisories. Additionally, teachers will engage in bi-weekly collaborative periods that allow for discussions of supporting students in tutoring and support for college and career objectives. Staff will look at ways to align the common core standards of college and career readiness to their current curriculums. We work hard to ensure that our staff is highly qualified when working with students in preparing them to make college and career decisions.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We will partner with the New York City Mission Society in providing our Learn to Work partners. These partners are a part of the school staff that meet with students in an advisory twice weekly and at other times. These partners provide our students with working internships, a college advisory program and financial assistance from NYC Mission Society to offset our college trips. We will be researching and purchasing additional

college curriculum from outside vendors. In addition, we will use Aventa online courses to expose students to college courses and AP classes. Finally, we will continue to team with the College Now program at Hunter College NYC to provide our senior students pre-college courses and workshops.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Money for college field trips (New York City Mission Society & Diploma Plus)

Funding for books on SATs, college application process, etc(Title 3/Title1)

Inquiry team funding for compiling data from student surveys.(Title 3/Title 1/Tax Levy)

Per session for teachers to support college application process- (Title 1/Tax Levy).

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To deepen the use of project based work in all classes, using an inquiry and evidence based model. The intent is to foster higher order thinking and engagement skills into daily lessons. The goal is that all teachers will show evidence of a minimum of three projects per semester.

Comprehensive needs assessment

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

Current research suggests that students who have recently arrived in the United States and are older and need to learn English in a limited timeframe learn best by being in an English immersion program. One of the best strategies as suggested by leading ESL training organizations such as SIOP, TESOL and QTel suggests that students learn best in heterogeneous group settings. Project work both improves student's engagement over direct lecture and provides many opportunities for students to be involved in developing higher order thinking skills. The needs assessment for this goal stems from the understanding that we have limited time to teach English and we need the most effective mode in which to support this learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Through a plan, implement and revise process, teachers will begin engaging their students in both short and long term projects that are content and language based but also foster higher order thinking skills in interactive classroom settings. This work will be supported by both internal and external coaching.

Teachers will receive on-going training in using technology as one mechanism to develop entry points into project based learning.

Teachers will also be provided with a menu of "options" for project based lessons and a subsequent "project bank" will be created for teachers to reference.

The expectation is that by the end of the fall semester, teachers will have completed a minimum of three projects in each of their classes.

Teachers will show evidence of a minimum of three projects per semester. The first three projects will be implemented and documented by January 2012. By June 2012 all teachers will have demonstrated the ability (through observation and evidentiary documents) of having modified their curriculum to incorporate a minimum of six solid project based lessons for the 2011/2012 school year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We want to provide parents with information to effectively become involved in their child’s education. We want to foster a caring and effective home-school partnership to ensure that parents know the expectations and can understand the need of their child’s full participation in Emma Lazarus’ instructional model. Also, we want students and parents to understand the demands and expectations to learn a new language in a rigorous environment. With parent and teacher meetings, phone calls and emails, parents will gain a better understanding of projects and class assignments. Teachers and staff are mostly bilingual and able to communicate expectations in many languages with the home. Other interpretational supports will be made available when necessary.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Teachers will be provided professional development through the use of both internal and external sources. We will have coaches, administration and professional development organizations such as the Internationals Network and ASCD provide coaching on project based learning. Teachers will continue to attend conferences outside of the school to provide them with further training.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Outside consultants such as coaches from New York City Writing Fellows; the Lead Program at the Lincoln Center for the Arts, Internationals Network, and ASCD will directly be used to support teachers in planning and creating project based lessons, assessments and align them with curriculum maps.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Internal and external coaching will be paid by a combination of tax levy and Title 1. Title 3 and Title 1 will support teacher per session for afterschool curriculum development and coaching as needed.

Per session activities will be a combination of tax levy and Title 1 & 3 monies.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To improve the quality of assessments and consequent feedback provided to students. This will occur through creating a school wide system of multiple evaluation mechanisms that assess content, language, and higher order thinking skills. Information will be used to provide targeted information to students on strengths and weaknesses. One hundred percent of students will receive feedback and all teachers will document a minimum number of assessments per marking period. Additionally, consistent with goal three, one hundred percent of teachers will evidence ability to lesson plan and assess with a content, language and higher order skill objective.

Comprehensive needs assessment

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

When looking at teachers assessments we have collected data that suggests teachers need more support on writing effective assessments that will inform them how students are truly progressing. We want teachers to align curriculum maps, projects, and college and career readiness to their assessments. Goals, objectives and skills should be assessed in a comprehensive and fair manner as to inform teachers of student progress. This data in turn will inform instruction and be a continuous cycle for improving the quality of instruction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- 1. All teachers will agree on a specific rubric focused on evaluating social competencies based on the Diploma Plus model by early September.**
 - 2. Math, science and social studies teachers will create, implement, and analyze Regents-based periodic assessments. Pre-assessments will occur within the first six weeks of school. The following steps will occur:**
 - **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 six weeks of school. Each test is about 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 take 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.
3. By the end of the school year 2011-2012 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 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.
4. An additional coach will be hired through the NYC Writing project to support the development of rubrics and the infusion of literacy into lessons and its subsequent assessment.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

As a staff we will provide assistance to our parents to understand city, state and federal standards, along with graduation standards. We keep families informed through online grade books, progress reports, parent conferences and phone calls regarding students' progress. We will ensure that students and their families understand assessments and how they impact students' performance on report cards. Teachers will work with families to inform them about student progress in a narrative form to enable parents and students to clearly comprehend strengths and weaknesses.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Current staff will continue to have weekly professional development around curriculum maps, assessment and planning. Additionally, teachers will engage in bi-weekly collaborative periods that allow for discussions of cross curricular planning. Teachers will each be provided access to our

ESL coaches, additional outside coaches and will be encouraged to attend at least one outside professional development opportunity each academic year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Outside consultants such as coaches from New York City Writing Fellows; the Lead Program at the Lincoln Center for the Arts and other organizations will directly be used to support teachers in planning and creating assessments that will be used in coordination with the curriculum maps and project based lesson plans.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

1. For competency rubrics: Title 1/tax levy for per session as needed.

2. For content-area assessments: Title 1 for per session as needed

- Past Regents Exams in Math, Science and History, from which diagnostic questions will be taken.
- Special schedule first week of school to allow for diagnostic tests to be administered to students.
- Per Session/collaboration periods for teachers to create, correct and enter periodic assessments into item analysis tool; compare data with initial diagnostic exam.
- 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.
-

3. For English Writing Assessment: - Title 3 and Tax Levy for per session as

Needed

- Per session/collaboration time for teachers to create rubrics for each assessment.
 - Collaboration time for assessment /rubric to be normed, then assessments to be scored.
 - Collaboration time for assessment data to be entered into data system (Item analysis will be based on Rubric).
 - PD/Collaboration time for results to be analyzed and for teachers to discuss how to use this performance data to adjust instruction in their classes.

The ESL and Math Placement:- Title 3 and Tax Levy as needed

- Per Session/Collaboration time for ESL Coach and Math Teachers to review present placement exam, research other exams and

create more effective exams.

- **Per Session/Collaboration time for ESL teachers to be trained in giving new ESL.**

4. For the Writing Coach – Tax Levy

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Through the use of data analysis and observation, identify and target students who are failing two or more classes and implement specific improvement strategies. Goal will be to have 100 % of students identified and in a targeted support program based on analysis of their needs by the end of the fall semester. Progress will be reevaluated at the end of marking period one in the spring.

Comprehensive needs assessment

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

We did an analysis of the data for students who did not receive the mandatory credits in English and Math for academic year 2010-2011. We looked at which students were failing and what cause and effect that may have occurred. Further, we isolated the students and looked at what steps would be successful in impacting their growth.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Analyze data to identify which students are at risk. Discuss and identify reasons for the low performance or failure. This step will involve the data team, full teaching and support staff. This will occur within the first two weeks of school

Initially identified students will immediately be assigned to specific tutoring sections to support their needs. This will occur by October of 2011.

The school will focus on creating a “culture of reading” to support language and literacy development. To accomplish this, a reading room will be created for students that are failing because of low literacy levels and lack of reading strategies. A specific teacher will be assigned to work with students in the reading room to develop skill sets. Silent reading will occur in ESL classes as a standard weekly activity. Teachers will work in both ESL classes and content class to actively teach students reading strategies.

After school classes will be created to support ESL and language development.

Classroom libraries will be augmented to include English grammar texts in the native language.

At the end of the first marking period, tutoring groups will be re-evaluated as to the impact on student performance.

Identified students will be mandated to attend the after-school program that most directly meets their needs/ and or assigned to peer tutoring groups.

Teachers will engage in ongoing training on the evaluative and support systems in place for use with students. This will be ongoing throughout the year and include: Achieve 3000, Aventa, Aris, Rosetta Stone, reading strategies, Study Island, My Access, and Destination Math.

By mid September all students will have been identified and assigned to specific classes and tutoring groups.

At the end of the first marking period report card data will be evaluated to evaluate progress and to reassess targeted students. Students will then be assigned to additional supports specific to their needs which include- reading room support, tutoring in weak subject area, afterschool support and tutoring and/or peer tutoring.

The ultimate indicator will be student's performance on their report cards. The goal is for each student to move up one level in all language and content area classes by the end of the Spring semester.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents of students that fall in this subgroup will be notified of their child's progress. They will be informed of decisions to place the student in mandatory tutoring, after school classes and additional supports. We will provide parents with training to help work with their children to improve their achievement at home especially in the areas of ELA, math, science and social studies.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

We will ensure that highly qualified teachers develop skills to work with students that have specific gaps in their education. (i.e. an ESL teacher that has expertise working with SIFE students or a science teacher that has a strong ESL background to work on academic vocabulary) We will provide the entire staff SIOP strategies to embed in their instruction. We will work with best practices for working with ELL's and provide staff professional development around those topics. Teachers will be observed by administration

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We will implement many services including the addition of the SIFE grant to provide additional after school classes. We will supply teachers and students with technology supports such as Achieve3000, Aventa (credit recovery), Destination Math, MyAccess, and Rosetta Stone. We will embed professional development in to our day that will provide teachers with strategies to best target instruction for these students. This

professional development will come from the aid of outside sources such as but not limited to SIOP, Qtel, and TESOL.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding for reading room teacher will come from tax levy monies. Classroom libraries will be funded through reimbursable money (i.e. - Title 3 and Title 1SWP).

Professional development will be funded through a combination of tax levy and Title one.

Funding for per session activities will be through a combination of tax levy/Title 3/SIFE grant and Inquiry money.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	16	4	0	1	14	0	9	0
10	121	38	5	53	171	0	59	0
11	62	12	5	22	84	0	48	0
12	4	2	0	0	1	0	0	0

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	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. Achieve 3000 program implemented in to all classes as support.
Mathematics	Additional day classes for struggling and identified students based on assessment examinations/ small group tutoring during the day/ Destination math/ After school support classes and peer tutoring.
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

EMMA LAZARUS HIGH SCHOOL PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

School Responsibilities

Emma Lazarus High School will:

- A. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet the State's student academic achievement standards by:
 - a. Continuing to expand existing supports to engage students in reading and writing;
 - b. Provide intensive professional development using both internal (Principal, Asst. Principal, coaches) and external resources such as staff developers;
 - c. 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;
 - d. Provide both day and after school tutorials for students;
 - e. Provide ELL students with materials in their native language;
 - f. Use technology to engage and support students language acquisition, and
 - g. Provide the highest quality education to all of our students.

- B. Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement.
Specifically, those conferences will be held:
 - a. On October 27 & 28, 2011 and on March 29, & 30, 2012.

- C. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - a. Report cards will be given six times a year;
 - b. Teachers are available as needed to meet with the parents;
 - c. Parents are encouraged to communicate with the Parent Coordinator for the interim updates, and
 - d. 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

Emma Lazarus High School parents will:

- A. Support my child's learning by making education a priority by:

- a. Making sure that he/she comes to school every day on time;
 - b. Making sure that all homework assignments and school projects are completed on time;
 - c. Providing an environment conducive for study at home;
 - d. Monitoring the amount of time your child spends watching television and on the computer doing non-school related activity, and
 - e. Communicating positive values and character traits, such as respect, hard work and responsibility.
- B. Volunteer in my child's classroom.
 - C. Participate as appropriate, in decisions relating to my children's education.
 - D. Participate in school activities on a regular basis.
 - E. Stay informed about my child's education and communicates with the school by promptly reading all notices from the school or the school district either received by my child or by mail and respond as appropriate.
 - F. Provide my child with a library card.
 - G. Communicate positive values character traits, such as respect, hard work and responsibility.
 - H. Respect the cultural differences of others.
 - I. Help my child accept consequences for negative behavior.
 - J. Be aware of and follow the rules and regulations of the school and district.
 - K. Support the school's discipline policy.
 - L. Express high expectations and offer praise and encouragement for their achievement.

Student Responsibilities

Emma Lazarus High School students will:

- A. Attend school regularly and arrive on time.
- B. Complete all assignments and submit them on time.
- C. Follow all school rules and be responsible for their own actions.
- D. Show respect for themselves, others and property.
- E. Try to resolve disagreements or conflicts peacefully.
- F. Always try my best and enjoy the learning process.

	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).

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Nancy Scala	District 02	Borough Manhattan	School Number 394
School Name Emma Lazarus High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Ms. Melody Kellogg	Assistant Principal Joel E. Heckethorn
Coach Caroline LoBuglio	Coach Sandy Scragg
ESL Teacher Victoria Yang	Guidance Counselor Stacy (Yee) Shau
Teacher/Subject Area Saebom Park, ESL	Parent Dionne Wyatt Mokolo
Teacher/Subject Area Hai Yan Gao, Math	Parent Coordinator Jillian Ramos
Related Service Provider	Other
Network Leader Nancy Scala	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	8	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	9
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	262	Total Number of ELLs	224	ELLs as share of total student population (%)	85.50%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

(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).

When a student arrives at ELHS they are greeted by our intake team, which includes Caroline LoBuglio, our ESL coach/coordinator; Stacy Yee Shau, our guidance counselor; Margarita Cheng, our community associate and Jillian Ramos, our parent coordinator. The Home Language Identification Survey (HLIS) is administered. 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. Our counselor Ms. Yee Shau, our community associate, Ms. Cheng and our Parent Coordinator, Ms. Ramos works directly with families during admission to complete the oral interview. 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, 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 of Translation Services. The letter is completed and put on file with the guidance office and if the student matriculates with us it is put in their cumulative folder. Our ESL coach, Caroline LoBuglio (ESL certified), administers our own internal assessments, our math specialist, Hai Yan Gao, gives a math diagnostic and Victoria Yang (ESL certified) and Esther Cho (ESL certified), 2 of our ESL teachers administer the LAB-R and the Spanish LAB when applicable. The LAB-R and Spanish LAB are administered to students typically on the first full day of enrollment. Otherwise, we ensure that it is completed within the first 10 days. The AP, pupil secretary, ESL certified teachers stay in constant communication when a student starts their first day. In addition, we administer the SIFE exam as part of the intake process. After this initial testing we place the student in our school with the best program to meet their individualized 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 spring the AP and attendance secretary pull the ATS reports for the NYSESLAT to verify eligibility. The AP, who is the testing coordinator, ensures that NYSESLAT is administered to each eligible student and the each part is completed correctly. All materials are returned to the testing coordinator in a timely manner and checked that each student has taken the exam. Each year we use the data off of the NYSESLAT, LAB and internal assessments 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 every fall. As a school designed to instruct 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 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.

(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; in the few instances when families do not want freestanding ESL, we refer them back to the placement office (OSEPO). We have no 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.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										13	147	64	0	224
Total	0	0	0	0	0	0	0	0	0	13	147	64	0	224

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	224	Newcomers (ELLs receiving service 0-3 years)	214	Special Education	0
SIFE	44	ELLs receiving service 4-6 years	7	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	214	40	0	7	3	0	3	1	0	224
Total	214	40	0	7	3	0	3	1	0	224

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	55	9		70
Chinese										4	73	43		120
Russian										1	1	2		4
Bengali										0	2	0		2
Urdu										0	1	0		1
Arabic										0	2	0		2
Haitian										0	2	6		8
French										0	0	8		8
Korean										0	0	1		1
Punjabi										0	0	0		0
Polish										0	1	1		2
Albanian										0	0	0		0
Other										1	5	0		6
TOTAL	0	12	142	70	0	224								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

(1) How is instruction delivered?

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

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 Common Core for 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, technology, 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 common core, 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 mostly 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 1 of our content area teachers is dually certified ESL 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. 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 common core and 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

A. Programming and Scheduling Information

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 common core and state standards along with the 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 ensure that ELLs are appropriately evaluated in their native languages?

During the intake process each student is given an informal assessment in which they must write and speak in their native language. We use this information to determine their first language strength. In addition, we complete the SIFE oral interview with each student to check for gaps in their education. However, because we only provide instruction in English, we only use this information to determine if a student has had formal education prior. We determine where strengths and weaknesses in their learning ability might exist in order to provide additional supports.

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

a. Describe your instructional plan for SIFE.

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 our SIFE. 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 is modeled for newcomers. We offer additional support classes in ESL and content for students who are new arrivals and test as beginners. Here teachers embed additional native language supports, such as software and native language materials. We also use our diverse bilingual staff members to support our classroom teachers. We begin with basic level English instruction and scaffold our instruction to support our students. Our newcomers also have access to our extensive after school program.

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

For these students, we identify them and inform the staff. We place these students who may still be at a beginning level of English in tutoring and mandate many of them to take additional after school ESL and math classes for additional support. 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 of their progress is provided by our guidance counselor and they are carefully monitored. Through individual meetings we determine the best supports and discuss these structures for each student. 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.

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

At Emma Lazarus High School, we provide all staff with a plethora of resources. We have purchased textbooks, leveled reading both non-fiction and fiction and native language books for all ESL levels. We also embed in our instruction many forms of technology. Each student has a netbook that they are provided access to each day to carry with them from class to class. In addition, we have digital cameras, iPads, iPods, books on tape, books on line, and SmartEquipment. We use SIOP, Tesol and Qtel instructional strategies in all of our classes. Each lesson has content, language and Bloom's skills embedded. We use backward planning with our curriculum maps to ensure that students are on track to progress towards graduation and the passage of required state Regents. We accelerate English language development by requiring all students to double up on ESL with English and we mandate after school for our newest and lowest level students. With this additional time we target individual students' needs and place them in small group instruction which is in addition to already scheduled tutoring time.

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

have small classroom numbers in ESL and we keep all newcomers in content classes that support their lower level academic language. We have a modified block schedule that allows for deep, meaningful project based instruction that engages students in the process of learning.

B. Programming and Scheduling Information--Continued

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

(8) 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 with social-emotional issues as well as instruction specific to the needs of ESL and immigrant 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 materials and staff that push-in to provide native language support. In the culminating Regents courses we offer additional evening and weekend study and testing supports.

(9) 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 speaking, reading, writing and listening skills and graduation needs. Our transitional ELL students have access to a range of advance courses and stand alone English classes consistent with their grade and proficiency level. Every student at ELHS has the opportunity to graduate with an advance Regents diploma. We offer SAT prep courses, trigonometry and advanced Algebra. Students also have elective courses such additional foreign language and technology. This year we also have included blended learning courses that allow students to take AP courses and electives such as physiology. 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. Finally, this year we have partnered up with Hunter College in NYC and provide college credited courses to our most advance students.

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

New programs at ELHS for 2011 – 2012 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 45 new students and added several new staff members. For our students who have demonstrated a weakness in reading, we have opened a reading room that has been supplied with leveled reading materials and access for students to log on to addition ebook providers. We added Aventa online to our blended learning options which gives the ability to offer AP and elective courses. 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 have received a Reso A grant 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 and a trip to Washington DC. 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.

(11) 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 in our third year as a school and after evaluating our programs and data we have determined that we don't need to discontinue any services. We are consistently monitoring and

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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

Science:

0

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.

Professional Development and Support for School Staff

(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. In these workshops we focus 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 observations to check for classroom implementation 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 encouraged and financially supported to attend additional professional development trainings outside of the school.

We also receive support for our school from our support organization, Diploma Plus. In addition, we have created collaboration with the International Schools Network and we are using their coaches and professional development materials. We use arts organizations such as Young Audience and the Lincoln Center Lead program to provide teachers and instruction with TPR (Total Physical Response), and to develop classroom strategies that engage our students. Finally, we have hired a New York City Writing Fellows coach that meets with teachers weekly to develop writing strategies and implement common core standards into our classrooms with our population.

Furthermore, 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 our inquiry groups are continually reviewing data to evaluate success. Finally, our guidance counselor, parent coordinator, community associates, 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? (note not new 9th grade but all grades that enter ELHS)

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

D. Professional Development and Support for School Staff

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Furthermore, 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 our inquiry groups are continually reviewing data to evaluate success. Finally, our guidance counselor, parent coordinator, community associates, 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? (note not new 9th grade but all grades that enter ELHS)

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.

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D. Professional Development and Support for School Staff

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

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 range from immigration issues, and health issues, literacy and technology. In addition, we pair up with organizations to provide adult English classes, computer literacy classes, 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 City 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 City 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, 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. The needs of our parents are addressed directly based on their feedback from surveys and informal discussions with our staff. 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.

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

(8) 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 with social-emotional issues as well as instruction specific to the needs of ESL and immigrant 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 materials and staff that push-in to provide native language support. In the culminating Regents courses we offer additional evening and weekend study and testing supports.

(9) 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 speaking, reading, writing and listening skills and graduation needs. Our transitional ELL students have access to a range of advance courses and stand alone English classes consistent with their grade and proficiency level. Every student at ELHS has the opportunity to graduate with an advance Regents diploma. We offer SAT prep courses, trigonometry and advanced Algebra. Students also have elective courses such additional foreign language and technology. This year we also have included blended learning courses that allow students to take AP courses and electives such as physiology. 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. Finally, this year we have partnered up with Hunter College in NYC and provide college credited courses to our most advance students.

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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)?

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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 multitude of topics around the specific 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. (Our college advisor) They set up information fairs; college visits and has 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.

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.

Professional Development and Support for School Staff

(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. In these workshops we focus 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 observations to check for classroom implementation 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 encouraged and financially supported to attend additional professional development trainings outside of the school.

We also receive support for our school from our support organization, Diploma Plus. In addition, we have created collaboration with the International Schools Network and we are using their coaches and professional development materials. We use arts organizations such as Young Audience and the Lincoln Center Lead program to provide teachers and instruction with TPR (Total Physical Response), and to develop classroom strategies that engage our students. Finally, we have hired a New York City Writing Fellows coach that meets with teachers weekly to develop writing strategies and implement common core standards into our classrooms with our population.

Furthermore, 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 our inquiry groups are continually reviewing data to evaluate success. Finally, our guidance counselor, parent coordinator, community associates, school aides and secretary regularly attend DOE workshops that provide them with valuable information when dealing with ELL parents, documentation and emotional supports.

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(3) Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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 range from immigration issues, and health issues, literacy and technology. In addition, we pair up with organizations to provide adult English classes, computer literacy classes, 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 City 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 City 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, 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. The needs of our parents are addressed directly based on their feedback from surveys and informal discussions with our staff. 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)										27	17	0	0	44
Intermediate(I)										23	104	1	0	128
Advanced (A)										6	40	2	0	48

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	56	161	3	0	220

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										21	3	0	
	I										22	88	1	
	A										5	40	2	
	P										3	22	0	
READING/ WRITING	B										24	15	0	
	I										22	94	1	
	A										5	40	1	
	P										0	4	1	

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	56	0	54	0
Integrated Algebra	121	113	121	113
Geometry	48	0	48	0
Algebra 2/Trigonometry	11	0	11	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	82	0	82	0
Living Environment	119	111	89	100
Physics	0	0	0	0
Global History and Geography	126	122	105	110
US History and Government	67	62	67	62
Foreign Language	8	0	8	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- 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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Emma Lazarus High School

School DBN: 02M394

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melody Kellogg	Principal		10/12/11
Joel E. Heckethorn	Assistant Principal		10/12/11
Jillian Ramos	Parent Coordinator		10/12/11
Victoria Yang	ESL Teacher		10/12/11
Dionne Wyatt Mokolo	Parent		10/12/11
Hai Yan Gao	Teacher/Subject Area		10/12/11
Saebom Park	Teacher/Subject Area		10/12/11
Caroline LoBuglio	Coach		10/12/11
Sandy Scragg	Coach		10/12/11
Stacy (Yee) Shau	Guidance Counselor		10/12/11
Nancy Scala	Network Leader		10/12/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02m394 **School Name:** Emma Lazarus HS for EL Scholars

Cluster: 01 **Network:** 107

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. Upon registration, the admission team determines the language needs of the parents through a combination of methods that include an individual interview and parents completion of the home language survey. Based on identification of parent language needs, the interview is conducted in the language of choice with the parent. Language needs are entered in to ATS and recorded on the emergency contact cards.. 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 determined based on the information we receive from families during intake, and from classroom observations of student need. The summary of our school's findings indicate that we currently have the following home languages identified by parents: Arabic -3; Cantonese- 47; French-9; Haitian Creole-4; Korean-1; Mandarin- 95; Nepali-2; Polish - 3; Russian-6; Spanish- 68; Tibetan-1; Urdu- 5; Wolof- 1. Since all students attending ELHS are second language students, unsurprisingly, the findings indicate the need for support for both parents in multiple languages. Since we have a staff that is reflective of our student body we are able to support our parents internally with translation and interpretation. A specific 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. Information is shared with the school community in a variety of methods including: ATS reports; emergency card information; and professional development sessions focused on student and parent outreach.

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, if the document is not currently available in a translated form from the DOE, we use our own internally designated staff member to translate as needed for distribution. A specific 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. Information is shared with the school community in a variety of methods including mailings, phone messaging and back-packed notices (all in identified languages). As a third year school, many of the standard documents have either been translated internally or downloaded from DOE translation services. (ie- Parents Bill of Rights). Also, because of our multi-lingual staff, in-house translation can occur with an immediacy that is not available with external translation.

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 admission team (a certified ESL teacher and support staff) via the methods described above. When oral interpretation is required, the designated staff member for the identified language is included in the meeting to facilitate. At all parent meetings individuals are present from the staff (a teacher, a guidance counselor, a LTW staff member , or a school aide)to interpret for the parents and guardians and facilitate discussions around school documents (ie-CEP/ safety plan) Outside contractors are not currently being used. Oral notices to parents are done via the school messenger service, which allows for translation in identified languages for parents.

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 in place to support the school and DOE initiative (see above), and a diverse population of staff with the necessary language skills for translation. Language needs are identified during admission. At this time all parents and students are provided information regarding translation, including the parents bill of rights. All requirements in A-633 are complied with. In cases where additional assistance is needed we utilize the DOE translation unit for written services

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Emma Lazarus HS for EL Scholar	DBN: 02m394
Cluster Leader: Rello-Anselmi	Network Leader: Scala
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 150 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 18 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 9

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Since all students at Emma Lazarus HS are second language students and the majority are eligible for ESL services, Title III money is pooled with SWP and tax levy monies to support the language development of students. Students are also transfer students that enter over age and often under credited.

Consequently, because of the limited time many students have prior to aging out, intense instruction needs to occur. Our day 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 daily exposure to literacy development through content classes that imbed the core standards as well as other support classes specific to language development (reading room, targeted tutoring...).

Our day program is supported by a supplemental after school ESL and content area (Math/SS/ Tutoring) program. The after school program runs for both fall and spring semesters and targets approximately 60 - 75 students per semester from grades 9 - 12. Students attend based on need, 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. Saturday sessions are also held to support and supplement students in regents culminating classes as needed.

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/common core 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 students 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, 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). here are currently 8 certified full time ESL teachers on site and they rotate on teaching the afterschool classes (ie- not all 8 ESL teachers teach each semester.) All after-school ESL classes are taught by a certified ESL teacher. Tutoring is also offered both during the day and after-school as a supplemental service.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

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) work directly one on one with teachers to develop instructional strategies for ELL's. Additionally, the school is engaging in an instructional rounds model that allows for intervisitation and feedback sessions among colleagues. Teachers also 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) by the ESL coach and Principal. The Wednesday PD begins in September and continues until June. The focus of the professional development is to provide consistent training in ESL instructional strategies within a "train, implement, feed back model".

All teachers are included in the professional development (18 teachers). Topics vary weekly but are part of a ongoing targeted program that includes: 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 standards into the classroom. The final component of professional development focuses on curriculum development and training in backward planning, implementation of the new core standards into existing and new curriculum maps, and incorporation of standards based instruction into the classroom. Teachers will receive per-session for both training and curriculum development.

Teachers also attend a range of external professional development workshops and conferences identified as supportive of ELL instruction and directly linked to, and supportive of the on-site training, including but not limited to TESOL, ASCD, NYS Science and Math conferences. The intent of the workshop/conference attendance is to augment and reinforce on- site training and all workshop attendees are expected to turn-key material upon return.

Part D: Parental Engagement Activities

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

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

Begin description here:

Consolidated monies are used to support and promote parent and community engagement through a series of activities. Two hundred and sixty 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. To date, workshops have been held on 9/21/2011; 10/27/2011; 12/7/2011 and 12/14/2011. Future workshops date include 3/17/2012 and a continue to be open and flexible.

Presentations by outside groups are scheduled six 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, three in the fall and three in the spring. Samples of the workshops presenters includethe 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 involvement of parents in the bi-annual multicultural celebrations as well as yearly opportunites to attend after school activities with their children. The guidance counselor and identified teachers also work on a rotating basis to provide translation and document interpretation as a means of engaging our multi-cultural population. Parent notification occurs through a variety of venues including direct phone outreach, mailed and backpacked letters, newsletters and our phone messenger.

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.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		