



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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: MARISOL BRADBURY

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	
Nandini Naik	*UFT Chapter Leader or Designee	
Ana Jimenez	*PA/PTA President or Designated Co-President	
Jillian Ramos	DC 37 Representative, if applicable	
Mao Geng Lin Chesna Gelin	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Idrissa Kebe	Member/Parent Secretary	
You Gong	Member/Parent Treasurer	
Stacy Yee Shau	Member/Staff – Guidance Counselor	
Esther Cho	Member/Teacher	
Dionne Mokolo	Member/Parent	
	Member/	
	Member/	

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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. The end goal will be the creation of curriculum maps for each ESL class and a minimum of one level of content maps for each subject area (Social Studies, Math and Science) 100% of which will aligned to common core standards and clearly identify units for cross curricula support through content inclusion. The completion date for this is June 2013.

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 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 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) key personnel 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 the fall semester, 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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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. Through development of the curriculum maps, teachers will have additional tools to effectively communicate goals and objectives to parents, allowing for additional support by parents through targeted support at home. Curricular objectives are shared with parents in their identified language as needed.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Outside consultants such as coaches from New York City Writing Fellows; the Lead Program at the Lincoln Center for the Arts; the International Network coaches and other organizations in addition to on-site coaches and administrators will directly support teachers in planning and creating curriculum maps and developing resources for projects and unit development. Specifically:

- **All staff will engage in coaching and development of 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. By June 2013, a career curriculum focused on career and college readiness standards will be developed for advisories and supported through alignment of tasks specific to ESL levels and experiential learning (internships).

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 fourth year with a second graduating class expected in June of 2013. During academic school year 2012-13, we will survey prior graduates that are currently attending college regarding what areas of college readiness we should focus on. 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) key personnel 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.

Research on the school needs was a combination of processing by teachers and parents and included round table discussions with former graduates regarding college readiness and preparation. To address the identified needs, we will participate in the Academic and Personal Behavior Pilot through the Office of Post Secondary Readiness. This pilot will support ELHS staff to strengthen practices that foster career readiness, drawing from national models, research and tools. It will also support ELHS in defining the behaviors and skills that students need to master in order to be ready to enroll, remain, and succeed in college, and then focus on the development of these behaviors.

Additionally we will : work directly with the college counselor and guidance counselor to develop a concrete career curriculum (Responsible staff- Principal and Assistant Principal); continue to develop a curriculum specific to the advisory that deepens and expands the career exploration process (Responsible staff- outside consultants/ LTW coordinator/ administrators.); continue to use internships as a vehicle for career exploration and strengthen development of college reading behaviors through this process. Instructional strategies include: infusions of specific college/career readiness and exploration tasks in ESL specific to level; collection of materials in a portfolio that travels 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); and use

of after-school classes as a venue to support student development (responsible persons: Teachers/coaches) . A final strategy is to add on an additional person in the college office to support the college counselor.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the course of the school year we will provide parents with information focused on enabling them to be involved in the planning and decision making component 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.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: **The pilot program is funded from a grant from the Office of Post Secondary Readiness.**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will partner with New York City Mission Society in providing our advisory and internship programs. Personnel from NYCMS 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. Specifics:

- Grant for Academic and Behavior Pilot.
- Money for college field trips (New York City Mission Society)
- 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).
- Aventa (LMDC Grant)

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. By June 2013, 100% of teachers will engage students in a minimum of three project based activities per semester that foster higher order thinking and engagement. All daily lesson plans/activities will include a goal for higher order processing/thinking.

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 and through deep engagement with content (as supported by common core goals). Project work provides for real engagement with content as well as opportunities for students to use inquiry and higher order thinking. The needs assessment for this goal also recognizes the additional time pressures that exist for older second language students that enter school with limited credits.

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) key personnel 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.

Teachers will show evidence of a minimum of three projects per semester. The first three projects will be implemented and documented by January 2013. By June 2013 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 2012/2013 school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We will work on improving the level of outreach to homes through our advisories and teacher contacts. Use of project -based work creates a rigorous, engaging classroom. While use of the projects alone may not increase parent engagement, if their child is learning and enjoying the process in an open and interactive environment, parents will feel more positive about the school and be open (as much as their circumstances permit) to being involved with the school. Also, sharing with the parents the demands and expectations of project based learning provides another venue for parents to support home learning through activity versus standard home work. Our goal is to provide parents with as much information as possible to enable them to be 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 and support their child’s full participation in Emma Lazarus’ instructional model. 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 needed.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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 and assessments, and to align them with common core within our curriculum maps. 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 developing assessments that will inform them, and consequently students, on student learning and progression. 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) key personnel 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. 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.
 - 2. By the end of the school year 2012-2013 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 exit examinations for all ESL classes based on benchmarks.
 - ESL teachers will synthesis a common rubric for writing to be used at all levels and then expanded into the content area
 - ESL teachers will continue to look at student work to develop consistent expectations and consequent evaluations for each ESL level. Assessments will be developed according to the rubric.
 - These in-house assessments will also be compared to the Pearson ESL periodic assessment, the Lab, and the NYSESLAT.
 - The assessment results and writing samples will be shared with the entire faculty. The results will be used to inform/adjust instruction in all subjects.
3. 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

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Outside consultants from New York City Writing Project; 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.

1. 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.

- 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.

2. 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.

3. 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 each marking period 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 2011 -2012. We looked at which students were failing and what factors were preventing or negatively impacting their growth. We then identified specific supports unique to students or generalized weakness and then focused on curricular modifications to support these students.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Activities and strategies: 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 and again at the end of semester one. Identified students will immediately be assigned to specific tutoring sections to support their needs. This will occur by September of 2012. The school will focus on creating a “culture of reading” to support language and literacy development. To accomplish this, a reading room will be utilized 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 and these foci will continue into the PM school classes. Classroom libraries will also be augmented to include additional 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. The success of the fall interventions will be evaluated and the process of re-adjusting tutoring and other supports will occur for the spring semester. Identified students will be mandated to attend the after-school program that most directly meets their needs/ and or assigned to mentors/ peer tutoring groups/ or additional supports as needed. The following tools will be used to support struggling students as appropriate: Achieve 3000, Aventa,

Aris, Rosetta Stone, and Destination Math. Multiple assessments will be used to determine student progress with the end goal of improved performance in the area of literacy and credit accumulation. The goal is for each student to minimally move up one level in all language and content area classes by the end of the Spring semester.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 asked to meet with teachers and administrators to develop instructional supports and plans of action for their children. The goal is to engage parents in the support program for their child and have adequate information to support their child at home. Through our parent association 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.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will implement many services including: the SIFE grant to provide additional after school classes; on-line resources and student support programs including: Achieve3000, Aventa (credit recovery) and Rosetta Stone. Teachers will be engaged in professional development both on-site and off-site to develop their skills in identifying and supporting struggling students. Funding for the reading room teacher, consultants and instructional resources will come from tax levy and reimbursable 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)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Supplemental language acquisition courses; small group tutoring; individual Rosetta Stone accounts; Achieve 3000 program implemented in to all classes as support. N= 123	Small group, whole class instruction, teacher tutoring, peer-tutoring, lunch tutoring.	Day, tutoring, lunch & PM school program, Saturday classes and Regent prep program.
Mathematics	Additional skills courses for struggling and identified students based on assessment examinations/ tutoring/ Destination math/ After school support classes and teacher and peer tutoring. N= approximately 75	Small group, whole class instruction, tutoring, peer-tutoring, lunch and Saturday tutoring.	During day tutoring, lunch & PM school program, Saturday classes and Regent prep program.
Science	Tutoring, skills course for struggling students. N = approximately 67	Teacher tutoring, peer-tutoring, lunch and Saturday tutoring.	Scheduled day tutoring, lunch tutoring, PM school program, Saturday Regent prep program.
Social Studies	Supplemental courses for students identified with low content knowledge and organizational skills/ Additional classes for students in culminating	Tutoring, peer-tutoring, lunch and Saturday tutoring.	During day tutoring, lunch, PM school program, Saturday Regent prep program.

	classes/tutoring. N = 134		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One on one counseling sessions/ participation in advisory groups/small group counseling sessions and individualized academic counseling/ counseling sessions for parents and students. N= 255 (All students have advisory)		After School, during day, advisory period.

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Current staff will continue to have weekly professional development around ways to embed common core into their curriculum and instruction including college readiness. Additionally, teachers will engage in bi-weekly collaborative periods that allow for discussions of supporting students in tutoring and college and career objectives. Staff will look at ways to align the common core standards 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. Teachers will participate in intervisitation at least twice monthly to provide feedback to each regarding best practices.

Teachers will be provided professional development through the use of both internal and external sources. We will have coaches, and professional development organizations such as the Internationals Network and ASCD, Lead program from the Lincoln Center and the New York Writing Project provide support in addition to administrative coaching. Teachers will continue to attend conferences outside of the school to provide them with further training.

We will ensure that our teachers develop strong skills and are highly qualified in working 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 SLOP 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. Frequent informal and formal observations of teachers will occur by administration.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained 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
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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?

At Emma Lazarus High School we use our curriculum, instruction and schedule to individualize the needs of each student. We

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 content while at the same time provides them plenty of opportunity to practice their new language. Students are provided instruction that is scaffolded, differentiated and level appropriate. We utilize all of our resources to ensure that instruction is rigorous and we pay special attention to students who are struggling while still offering a rigorous program to our accerlerate students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	0			
Math:	0			
Science:	0			

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

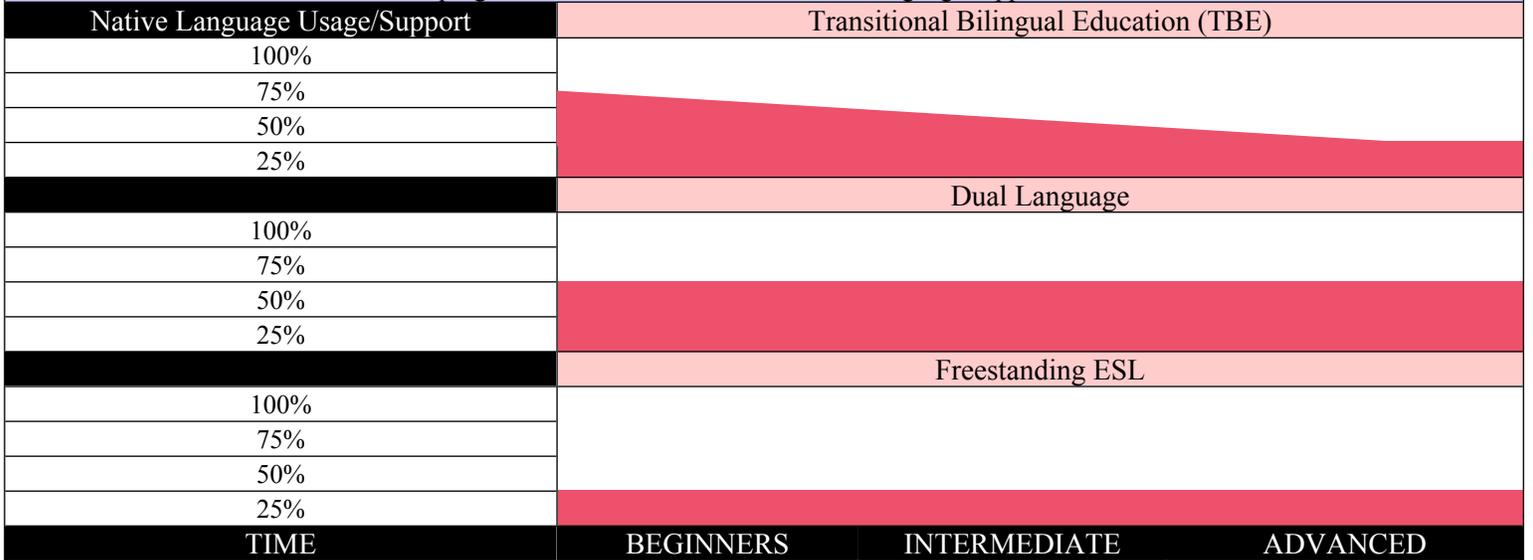
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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 tweaking existing programs.

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

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

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

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

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

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

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

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

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

Since ELHS is comprised of second language students, a significant number of which are newly immigrated, all of our initial activities are focused on creating an environment that is safe and secure for all entering students. During the first week of each school year teachers engage in a proscribed set of lessons focused on assisting newly enrolled students. In addition, this year because of the receipt of a Title III summer grant, we were also able to offer newly enrolled students the opportunity to attend our summer school prior to their entrance in September. We invited all of our newly enrolled students to partake in our four week intensive summer school. This summer school

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

(17) What language electives are offered ELLs?

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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 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 were students go in the evenings to complete internship hours. These opportunities are invaluable for our students because it exposes them to real world working situations where they must use their English skills to manage the task of the internship.

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

Each of our non-ESL certified teachers attends workshops both within the DOE and outside. We provide our own internal professional development as described in length in question one. Because we are an ELL only school, we continually provide staff with ESL training that exceeds the mandate for the Jose P compliance of 7.5 hours.

E. Parental Involvement

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

(1) Describe parent involvement in your school, including parents of ELLs.

Parent involvement in our school consists of regular monthly meetings, conferences, workshops and comprehensive outreach. At the monthly PTA meetings we provide parents with a list of topics that are predetermined based on parent surveys sent home, completed through our automated telephone system or done informally with our parent coordinator, guidance counselor, and staff. Topics 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
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									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

We use multiple assessment tools with our ELL's. Initial testing and internal testing does focus on evaluating students' levels in reading, speaking and writing to allow for a subsequent ESL placement. Entering students are also tested with an in-house math examination. Subsequent to this testing, teachers then engage students in in-class assessments (usually rubric based and with a benchmark norm) to make sure the placement is valid. Subsequent testing includes the Lab R, NYSESLAT and ELL and math periodic assessments. Assessment for literacy is also on going in all classes since we engage in a balanced literacy model. Teachers check ARIS on a regular basis and we incorporate time in our collaborative periods to look at the data. Our inquiry teams spend additional time examining student progress. A review of the initial data on students and their proficiency levels indicates patterns of weakness in literacy areas with most estimated at a proficiency level of "Beginning" or "Intermediate". It is our belief that students will progress and move up to a proficiency rate level of "Intermediate" and eventually "Advanced" through each of the modalities. While some students tested mid-range on the LAB-R or NYSESLAT, we are fully aware that these students are deficient in writing (an area of weakness in the LAB-R testing or NYSESLAT). The model at ELHS takes into account the need to maximize every moment of instructional time to allow students to develop their literacy skills in the short time available to them. In support of this need we incorporate strategies into all our content classes that will enhance and support reading, speaking, and writing proficiency. As mentioned, we use the Periodic Assessment for our ELL students and we are continually engaging in the development of authentic assessments that correspond to our ESL benchmarks (which were developed based on common core, state and city standards). Our schools instructional plan involves scheduling students in to one of several link courses – classes that focus on one of the ESL competencies. Students who are at the beginning level take two link classes – one that concentrates on speaking and vocabulary, while the other one concentrates on writing and reading. In our level 2, 3 and 4 students that take link courses specific to either writing, listening, or reading. Finally, our advance students take English classes that begin to prepare them for both the SAT and Regents. Our instructional plan also includes the after school courses that afford students an additional class at their level for skill development and reinforcement.

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

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

data our decisions and instruction will be directly impacted and correlate to the results that we find.

(3) How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions? Again, after reviewing students NYSESLAT data, all data is shared and analyzed with the ESL and content teachers as a tool to modify supports and instruction. Additionally, students are placed in corresponding tutoring and the appropriate corresponding link courses based on their weaknesses. We offer tutoring for 40 minutes twice a week around reading, writing, listening and speaking.

(4) For each program, answer the following:

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

Our students are faring well on the Regents tests regardless of the language they choose to take the test. During the 2010-2011 school year at Emma Lazarus High School 638 Regents exams were administered, of those exams, 607 students earning a passing grades resulting in a passge rate of 95.1%. The breakdown of English and Native Language can be found in the data above. We are continuing to double up courses with PM school, in school skills courses and tutoring that provides additional supports for students in Regents culminating courses. We continue to provide professional development to teachers and staff around Regents instruction and preparing our students to take the exams.

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

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

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

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

(5) For Dual Language programs. N/A

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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)
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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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Emma Lazarus HS for El Scholar	DBN: 02m394
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 212
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 9
of content area teachers: 2

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 instruction...).

Our day program is supported by a supplemental after school ESL and content area 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 late September 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, Oxford Picture dictionary, Adventa, 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).

There are currently 9 certified full time ESL teachers on site and they rotate on teaching the afterschool classes (ie- not all 9 ESL teachers teach each semester). Of our nine ESL teachers, two are also certified in content areas. All supplemental Title 3 after- school classes are taught by certified ESL teachers.

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:

Our professional development model this year is consistent with prior years and professional development for teachers continues to be on-going and intensive. It involves both on-site and off-site activities. We have two on-site coaches who work directly one on one with teachers to develop instructional strategies for ELL's. We also use external coaches to target specific yearly priorities or needs. For example, this year we have two external coaches, one from the NYC Writing project and one from the International network. Additionally, this year we are continuing our 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, instructional rigor and common core standards within a "train, implement, feedback model".

All teachers are included in the professional development (17 teachers). Topics vary weekly but are part of an ongoing targeted program that includes: infusion of ESL strategies into 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 implementation of the new common core standards into existing and new curriculum maps, as well as into daily instruction. 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 C: Professional Development

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 language development using Rosetta stone as well as one on one computer instruction on a ongoing basis from September through May. Parents can sign up for instruction based on their availability or walk-in for our weekly class. Scheduling is flexible.

Workshops on language acquisition began on October 3, 2012 and are offered every Wednesday afternoon till the end of the semester. Additional workshops on technology are offered by the parent coordinator on site both during the day and after school. To date, workshops have been held on 10/3, 10, and 17th. As indicated, Wednesday workshops will continue throughout the year and be open and flexible.

Presentations by outside groups are planned specific to the needs of our parent population and include sessions on citizenship, resume writing, health insurance for families; financial aid 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 include the 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 excursions to plays, the ballet, and sporting events as well as inclusion in our yearly celebrations (multicultural celebration/holiday program/ talent show/). The guidance counselor and identified teachers 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.

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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		