



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** EMMA LAZARUS HIGH SCHOOL FOR ENGLISH LANGUAGE  
SCHOLARS

**DBN (i.e. 01M001):** 02M394

**Principal:** MELODY KELLOGG

**Principal Email:** [MDKELLO@SCHOOLS.NYC.GOV](mailto:MDKELLO@SCHOOLS.NYC.GOV)

**Superintendent:** MARISOL BRADBURY

**Network Leader:** NANCY SCALA

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

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	
Xiayun Zou Kelly Iris Kamana Mao Geng Lin	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Stacy Yee Shau	Member/ Guidance Counselor	
Joel E. Heckethorn	Member/ Assistant Principal	
Myrtha Cadet	Member/ Parent	
Xiao Wen Huan	Member/ Parent	
Xiao Ling Yang	Member/ Parent	
Victoria Yang	Member/ Teacher	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

To strengthen and develop students' critical thinking skills through engagement and project based work. Targets for development will be in- class instruction/ learning mechanisms and student to student interactions. Tools for development include a combination of inquiry work, professional development activities collaborative planning and instructional feedback (both peer and administrative). The goal is that all (100%) of teacher lessons will reflect targeted critical thinking skills goals embedded in daily planning and that all teachers will be observed for implementation on said lesson objectives.

### 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.

Analysis of student work (both observational and performance based) indicated weaknesses in internalization of content and levels of student engagement based on Blooms.

### Instructional Strategies/Activities

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

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

1. Through a combination of professional development, inquiry work, collaborative planning and instructional feedback teachers will expand and improve their class room learning activities to target higher order thinking activities and the quantity and quality of student to student inquiry/discussion. This primary mechanism for engagement will be project based activities. 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.

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

Implementation will involve a concentrated professional development plan that involves internal and external coaching. 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. 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. Focus on objective setting and implementation will begin in August and continue throughout the fall in the above mentioned model. The professional development will be focused on classroom instruction. The inquiry team will simultaneously be working on curriculum modifications that support student critical thinking and discussion skills through a sequenced imbedding of tasks into existing curriculum as well as the possibility of an additional course creation.

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

Targets will correlate with monthly PD foci. The fall semester will include targeting teachers' understanding and ability to create clear lesson objectives and consequently create learning activities/projects that reflect student engagement and higher order processing. Evaluative targets will include weekly templates/ lesson plans; teacher observations of students' engagement level; peer feedback, and quality and quantity of projects teacher use as learning mechanisms.

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

1. All teachers will have participated in targeted professional development by October 30, 2013. Teachers will show evidence of a minimum of three projects per semester. The first three projects will be implemented and documented by January 2014. By June 2014 all teachers will have demonstrated the ability (through observation and evidentiary document) of having the ability to engage students in activities that foster and develop student engagement levels. Inquiry team work will begin in October. By December, the inquiry team will make their preliminary recommendations for spring curricular modifications. By June of 2014 the inquiry team will have created a sequenced curricular document for incorporating skill development into leveled teaching.

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

1. Course and curricular modifications will occur as needed based on inquiry recommendations and data analysis. External and internal coaches will be used for teacher development and training.

### 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).

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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 To further embed the common core standards with a heavy emphasis on literacy infusion and career readiness into existing curriculum maps and daily instruction. One hundred percent of content classes and sequenced second language classes will be re-evaluated and modified as needed.

**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.  
 With a population of second language students, development of literacy skills is a critical component of student success. Also, since many of our students have no prior exposure to the concept of career choice and are over-age and under credited, intense career and college readiness is necessary. While the current instructional program is 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 and can be strengthened through increasing the infusion of literacy into content classes and the development of individual supports for students.

**Instructional Strategies/Activities**

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

- A. Strategies/activities that encompass the needs of identified subgroups**
  1. Professional development will create an understanding for teachers and lay the ground work for teacher focus on common core and literacy infusion into their classes. Staff analysis and discussions concluded that cross-curricular instruction and infusion of ESL strategies into content classes were the base lines for incorporating common core and literacy standards. Inquiry team two is working on leveled writing standards for content and ESL. Additionally, a coach has been assigned specifically to work with teachers to incorporate standards into their existing curriculums and classes.
- B. Key personnel and other resources used to implement each strategy/activity**
  1. Coaches and administration work directly with teachers to develop lesson plans and curriculums to reflect literacy and common core standards. Inquiry team members will collaborate with teachers and administrators. Advisory teachers will implement our college/career curriculum.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. Infusion of common core standards into curriculums and daily lesson plans; evidence of classroom implementation of literacy strategies; a standardized writing rubric, and recommended strategies from the inquiry team.
- D. Timeline for implementation and completion including start and end dates**
  1. By January all teachers will routinely identify a literacy/ ESL objective on their templates. By June all teachers will include common core objectives on their daily lesson templates. By January 2014, the common core coach will have evidence of three rounds of individual coaching sessions with teachers and documented progress on curricular infusion. Our Advisory courses will have implemented their full career curriculum by January, 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Internal/ external coaching; teacher inquiry work; per session as needed, and Learning to Work (NYC Mission Society) advisory personnel.

**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).

Throughout the school year we will provide parents with information 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 Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

To improve the quality and quantity of student assessments. Assessments will be developed and modified to allow for more targeted student feedback and accuracy of data for student support and informing instruction. Additionally, we will engage school wide in a growth and gap analysis practice for data analysis and to ensure targeted student feedback. All teachers will evidence a minimum of fifteen varied assessment for each marking period through monitoring of en-grade.

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

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

- 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 and Common 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.
- By the end of the school year 2013-2014 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. En-grade will be used school wide as a tool for teachers and students.

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

1. Administrators will create opportunities for teachers to engage individually and collectively in data analysis. All teachers will engage in independent analysis based on license. Coaches will facilitate using data analysis to inform instruction.

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

1. Targets will include; minimum of 15 individual/varied forms of student assessment (independent of student competencies) per semester evidenced by Engrade (online grade system); timeliness of teacher entry of data onto Engrade for student review; instructional modifications and tutoring recommendations made by teachers based on assessment analysis, and teacher documentation of student debriefing based on assessment and specificity of feedback.

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

1. Teacher will evidence functional Engrade accounts by September 30 and all students will have pass words by same date for access; all content teachers will evidence a pre and post assessment specific to their content class each semester; on-going review of en-grade will be used for quality and frequency of assessments. Check dates will be by marking period. Weekly monitoring of lesson templates will also evidence correlation of planning objectives and connectivity of assessments.

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

1. Per session as needed for data analysis/collaborative periods for teachers discussion and planning/professional development on assessment creation and objective correlation.

**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).

Emma Lazarus HS will inform parents of upcoming assessments as well as keep them informed of their children's progress through student progress reports. .

**Budget and Resource Alignment**

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

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

To target lower performing students through soft and hard data analysis, create specific and individualized programs for student support and develop academic and college readiness skills. Targeting will include analysis of academic and personal functioning with emphasis on developing norms for social and academic success and solidifying school procedures to foster norming. One hundred per cent of teachers will evidence development and implementation of individual instructional strategies for students in the lowest twenty percent ( and any other failing students).

**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 our low performing students using credit analysis; math and English grades; Regents' scores and their NYSESLAT scores. Based on trends, observational data and teacher feedback we hypothesized as to what factors were preventing or negatively impacting their growth. We then identified specific supports unique to students or generalized weakness and focused on curricular and social modifications to support these students.

### **Instructional Strategies/Activities**

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

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

1. Our strategy is similar to what we have previously used with some modifications. The initial step was to analyze data to identify which students are at risk and discuss and identify reasons for the low performance or failure. This step will involve the data specialist, full teaching and support staff and will initially occur during our June and August PD and will result in students being assigned to specific tutoring sections to support their needs. Mid-way through the first semester, 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 (i.e. counseling, social worker). 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 and social functioning. 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. Additionally, teachers will engage in collaborative periods a minimum of once a month to discuss failing students and create individual plans for failing students. This process will continue through-out the year. The final component reinforces previously listed strategies. Inquiry team three will be engaging in a targeted yearlong study to identify trends for disaggregate groups of students and create a targeted school wide plan for intervention based on individual and categorical reasons for low performance or failure.

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

1. Guidance counselors and on-site social workers will identify and provide support for struggling students(per- session ); Advisors act as student mentors; teachers for PM school, tutoring and academic intervention services (per-session based); inquiry team members (per- session as needed).

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

1. Individual remediation strategies by teachers for failing students and teacher phone logs. Student grades and credit accumulation; progress on the NYSESLAT examination.

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

1. All students will be placed in tutoring by September 30<sup>th</sup>. Grade analysis and remediation support evidenced by teachers at the end of each marking period through student goal setting and outreach to families

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

1. Individualized programming specific to student needs; PM school, tutoring and academic support (per-session activity); Guidance counselor and social worker support for counseling and parental outreach (per-session as need).

### **Strategies to Increase Parental Involvement**

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

Parents 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 Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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 I. Funding for per session activities will come from a combination of tax levy, Title 3, SIFE grant and inquiry money.

### **Goal and Action Plan #5**

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

**Annual Goal #5**

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

To deepen our understanding and implementation of the Danielson model. All teachers and administrators (100%) will engage in a minimum of six sessions of analysis and feedback on the Danielson model. All teachers will be observed on their individual implementation of the Danielson model.

**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.

Internal and external analysis of teacher practices indicates an alignment and implementation of many of the teacher effectiveness standards. Teacher levels standardly range between developing to highly effective with the majority of teachers evidencing effective practices. The teaching staff's self-identified areas of need for targeted instructional development within the model. Foundational training focused on development of a common understanding of the Danielson model and of what effective practices looked in terms of the rubric. Movement from there is structured to be consistent with the four quadrants of the model with each component being explored in depth in monthly professional development sessions through a teach- implement- review structure.

**Instructional Strategies/Activities**

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

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

- Teachers will engage in August PD to lay down foundational components and continue with monthly PD sessions to support understanding and implementation of each component. External and internal coaches, in addition to administrators, will work with teachers collectively and individually to identify and implement key instructional components. Teachers will engage in self- created instructional rounds for peer norming around instructional practices and the components of the Danielson model. Teachers will also attend outside training as available and schedule permitting.

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

- Administrators, coaches and teachers.

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

- Observational data documenting teachers' implementation of the Danielson model. Documents specific to the four components indicating teachers' movement with-in each quadrant (i.e. - lesson template –objective clarity and correlation with assessments; higher order target and effectiveness of learning strategy....) and peer feedback.

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

- August 2013 - deadline for foundational understanding, February 2014, teachers will have engaged in PD on all components with a minimum of 6 targeted sessions. Instructional rounds' teams will be operational by November 2013 and engage in two rounds by January 2013 and in a minimum of five rounds by June 2014. By June 2014 teachers will have required observation sessions with administrators and all compliance components of Advance will be met.

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

- Per sessions to fund foundation training. Per Diem for substitute teachers.

**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).

Information regarding the new evaluation system has been shared with parents through the parent association and school leadership teams. Parent teacher conferences and outreach by advisories and teachers are used as mechanisms to inform parents of the school's teaching standards and expectations.

**Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

The school will use the advance tax levy money allocated to support the training and professional development for teachers as well as to cover classes for teacher instructional rounds.

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	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.
<b>Mathematics</b>	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.
<b>Science</b>	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.
<b>Social Studies</b>	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.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	One on one counseling sessions/ participation in advisory groups/small group counseling sessions and individualized academic counseling/ after school counseling sessions for parents and students.	Individual weekly and bi-weekly counseling sessions for students (and families) as needed/assistance with external applications and processes as needed ( WIC applications/ visa applications/social service needs	During the day, lunch, after school and before school.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Recruited teachers are from within the DOE structure and enter with DOE evaluations and certifications. All teachers are observed routinely and either self-selects to work with coaches and/or is assigned to a coach based on identified areas for growth. One full time coach is on staff and two part-time coaches. Additionally, we contract for additional outside coaching as needed and consistent with teacher needs. Currently we have one outside coach. Additional developmental support comes for on-site peer feedback and collaborative time. Finally, teachers are encouraged to attend a minimum of one outside conference per year for growth and exposure. All new teachers at ELHS are assigned a mentor. Teachers are given assignments consistent with the UFT contract and the needs of the school.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Current staff will continue to have weekly professional development around ways to embed common core literacy into their curriculum and instruction. Additionally, teachers will engage in bi-weekly collaborative periods that allow for a range of developmental activities. Staff will continue to look at ways to align the common core standards to their current curriculums. We work hard to ensure that our staff is highly qualified and incorporate a range of opportunities for teachers including internal and external coaching; peer collaboration; attendance at outside conferences and weekly professional development and collaborative periods.
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.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a transfer school for second language students, all students have specific language and compliance needs. Funds are specifically targeted to meet the needs of over-age under credited second language students. Funds are used under a consolidated plan with consideration for funding mandates.

**SWP Schools Only**

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

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers engage bi-annually in evaluative and feedback sessions focused on identifying their needs and the needs of the school. Additionally, teachers collaboratively discuss student needs monthly and make decisions as a staff (and at times as a

department) on the evaluative rubrics and assessments used. Assessments are standardly teacher generated with the exception of mandated testing, as are the determinations of assessment categories and weights. All created assessments are intended to inform instruction.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

## EMMA LAZARUS HIGH SCHOOL PARENT INVOLVEMENT POLICY (PIP)

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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 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 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help

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

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

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

**SCHOOL-PARENT COMPACT**

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

**School Responsibilities**

Emma Lazarus High School will:

- A. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet the State's student academic achievement standards by:
  - a. Continuing to expand existing supports to engage students in reading and writing;
  - b. Provide intensive professional development using both internal (Principal, Asst. Principal, coaches) and external resources such as staff developers;
  - c. Inclusion of all components of a balanced literacy program: Independent Reading; independent writing; shared reading; interactive writing; read aloud; word study; guided reading; double period literature blocks; and literature circles;
  - d. Provide both day and after school tutorials for students;
  - e. Provide ELL students with materials in their native language;
  - f. Use technology to engage and support students language acquisition, and
  - g. Provide the highest quality education to all of our students.
- B. Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Specifically, those conferences will be held:
  - a. On **October 24 & 25, 2013** and on **March 27, & 28, 2013**.
- C. Convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- D. 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;
- E. 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;
- F. Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- G. Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- H. Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- I. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
  - a. Report cards will be given six times a year;
  - b. Teachers are available as needed to meet with the parents;
  - c. Parents are encouraged to communicate with the Parent Coordinator for the interim updates, and
  - d. Advisors will regularly outreach to parents as well attendance and guidance staff.
- J. Provide parents reasonable access to staff. Specifically, staff will be available for scheduled appointments and open school sessions.
- K. Provide parents opportunities to volunteer and participate in their child's education, and to observe their child's class.

**Parent Responsibilities**

Emma Lazarus High School parents will:

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

- K. Support the school's discipline policy.
- L. Express high expectations and offer praise and encouragement for their achievement.

**Student Responsibilities**

Emma Lazarus High School students will:

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

	<b>Print Name</b>	<b>Signature</b>	<b>Date</b>
<b>Principal</b>	MELODY KELLOGG		
<b>Parent</b>	ANA JIMENEZ		
<b>Student (If applicable)</b>			

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>394</b>
School Name <b>Emma Lazarus High School for English Lan</b>		

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

Principal <b>Melody Kellogg</b>	Assistant Principal <b>Joel E. Heckethorn</b>
Coach <b>Caroline LoBuglio</b>	Coach <b>Sandy Scragg</b>
ESL Teacher <b>Victoria Yang, ESL</b>	Guidance Counselor <b>Stacy (Yee) Shau</b>
Teacher/Subject Area <b>Dustin Brumit, ESL</b>	Parent <b>Myrta Cadet, PTA</b>
Teacher/Subject Area <b>Hai Yan Gao, Math</b>	Parent Coordinator <b>Jillian Ramos</b>
Related Service Provider	Other <b>Charlotte Rochon, LTW Coordina</b>
Network Leader(Only if working with the LAP team) <b>Nancy Scala</b>	Other <b>Thomas Wernham , LTW College</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>224</b>	Total number of ELLs	<b>197</b>	ELLs as share of total student population (%)	<b>87.95%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										3	3	3	2	11
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	3	3	2	11

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	195	Newcomers (ELLs receiving service 0-3 years)	183	ELL Students with Disabilities	0
SIFE	22	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	185	20	0	11	1	0	1	1	0	197
Total	185	20	0	11	1	0	1	1	0	197

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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										11	17	10	5	43
Chinese										14	54	23	16	107
Russian										4	4	1	2	11
Bengali										1	1			2
Urdu														0
Arabic										2	1	1		4
Haitian											1			1
French										7	9	1		17
Korean														0
Punjabi														0
Polish										1				1
Albanian														0
Other										3	5	1	2	11
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	43	92	37	25	197

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										15	21	1	1	38

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										10	49	28	10	97
Advanced (A)										17	21	7	17	62
Total	0	0	0	0	0	0	0	0	0	42	91	36	28	197

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										9	18	0	0
	I										0	51	9	9
	A										0	11	21	10
	P										0	5	5	7
READING/ WRITING	B										9	5	0	0
	I										0	59	29	15
	A										0	13	7	11
	P										0	2	1	4

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	111		74	
Integrated Algebra	60	13	54	13
Geometry	66	1	53	1
Algebra 2/Trigonometry	25	0	21	0
Math				
Biology				
Chemistry	3	0	1	0
Earth Science	45	11	35	8
Living Environment	36	33	25	29
Physics				
Global History and Geography	41	22	27	17
US History and Government	48	4	44	4
Foreign Language		83		82
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use multiple assessment tools with our ELLs. 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 (soon to be the NYSITELL), 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 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 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 and 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 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?

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. We use the data to set both short term and long term 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 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? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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. 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?

a. Our students are faring well on the Regents tests regardless of the language they choose to take the test. During the 2012-2013 school year at Emma Lazarus High School 682 Regents exams were administered (ELL and non-ELL), of those exams, 537 students earned a passing grade resulting in a passage rate of 78%. 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. 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. We are ensuring that instruction matches the items covered on the periodic assessment. We continue to use Native Language supports and test taking strategies to support students. We have purchased materials in the Native Languages; we have staff who sit in classes with students to help translate key ideas in Native languages, and we look at students Spanish Lab and LOTE scores to support weaknesses in students' first language.

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

N/A

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

The whole mission of this school is to develop our students' second language of English. We purposefully center instruction on best practices to support students' learning. We also ensure that all students' native language is valued.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

N/A

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

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' gaps, 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.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC.](#))  
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, and Jillian Ramos, our parent coordinator. An informal oral interview is conducted by our pedagogue, Ms. LoBuglio. 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, 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, 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 one of our ESL teachers administer the LAB-R (soon to be the NYSITELL) and the Spanish LAB when applicable. The LAB-R and Spanish LAB are administered to students 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. In the event a family happens to choose a TBE or Dual Language program we suggest that they contact OELL via [ELLPROGRAMTRANSFERS@schools.nyc.gov](mailto:ELLPROGRAMTRANSFERS@schools.nyc.gov). We also point them to the ELL portion of the DOE website.

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.  
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 are 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 principles 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, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
At the initial meeting with the students' guardian(s), we provide in person all necessary letters and documentation. Our staff is as diversified 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. All entitlement letters are kept in the main office with all testing materials and copies of test results. We distribute the entitlement letters with our first marking period report cards in the fall at our open parent night and mail home to any parent not present.
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.  
Each year we use the data off of the NYSESLAT, LAB (soon to be the NYSITELL) 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 and spring. As a school designed to instruct a 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.

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

The AP, who is the testing coordinator, ensures that NYSESLAT is administered to each eligible student and the each part is completed correctly. The test is administered during ESL class periods during the school day by the ESL teachers. Portions are graded by an ESL teachers other than the students current teacher. All materials are returned to the testing coordinator in a timely manner and checked that each student has taken each portion of the exam and it has been scored properly. We use all necessary ATS reports necessary when collecting data; RNMR, RLAT, RLAB, REXH, RELC, HISE, RBEX, etc.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- 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 work with OSEPO and the families to find alternative placements. We have no letters on file at this time that indicates one of the other program choices.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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 acquisition 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).

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 (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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. Each ESL class has a linked English class that meets the State requirements for seat time to earn a student a credit. These English classes focus on level appropriate curriculum and 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 (6 teach ESL, 2 teach content) . 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 foster language development and meet the demands of the Common Core Learning Standards.

Our Language Allocation Policy is a comprehensive school-wide plan designed to address the needs of our students as they progress toward academic proficiency in English and graduation. All content classes are taught in English and students are encouraged to speak and write in English through a myriad of activities focused on encouraging these skills. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. Additionally, students are encouraged to bring their personal experiences in through individual and group projects. Academic language scaffolding and Total Physical Response (TPR) are also incorporated into our content area classes to strengthen both oral and written skills. The ESL coaches work with all teachers to ensure that ELHS carries out a balanced literacy program intended to support our ELL students in meeting common core and state standards along with the assessments. One of our content teachers is 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 throughout the year?
 

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 the students' learning ability might exist in order to provide additional supports.

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

Our ESL department has created a set of leveled benchmarks that correlates with the common core and state standards. The benchmarks are specifically designed to scaffold and spiral instruction in reading, writing, listening and speaking for level appropriate skills. Our levels are aligned to the beginner, intermediate and advance designation used by the Lab and NYSESLAT exams. Each level of ESL has a baseline benchmark exam and several assessments throughout the semester that measures these benchmarks. The ESL teacher ensures that students meet the benchmarks for the four modalities before recommending that move to the next level. Finally, a 2013 CEP goal in conjunction with the new teacher evaluation will develop a more formal exit exam for each level to measure student growth.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. 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. 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. 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. 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.

e. 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. Each year we also include blended learning courses that allow students to take AP courses and electives such as psychology. 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 students with information and tools for understanding regarding the college entrance process. Finally, we partner with Hunter College (College Now) in NYC and provide college credited courses to our most advance students. All students who are former ELLs still receive testing accommodations for two years. (extended time, the use of glossaries, and translated test versions)

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

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.

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

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

**Courses Taught in Languages Other than English *①***

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

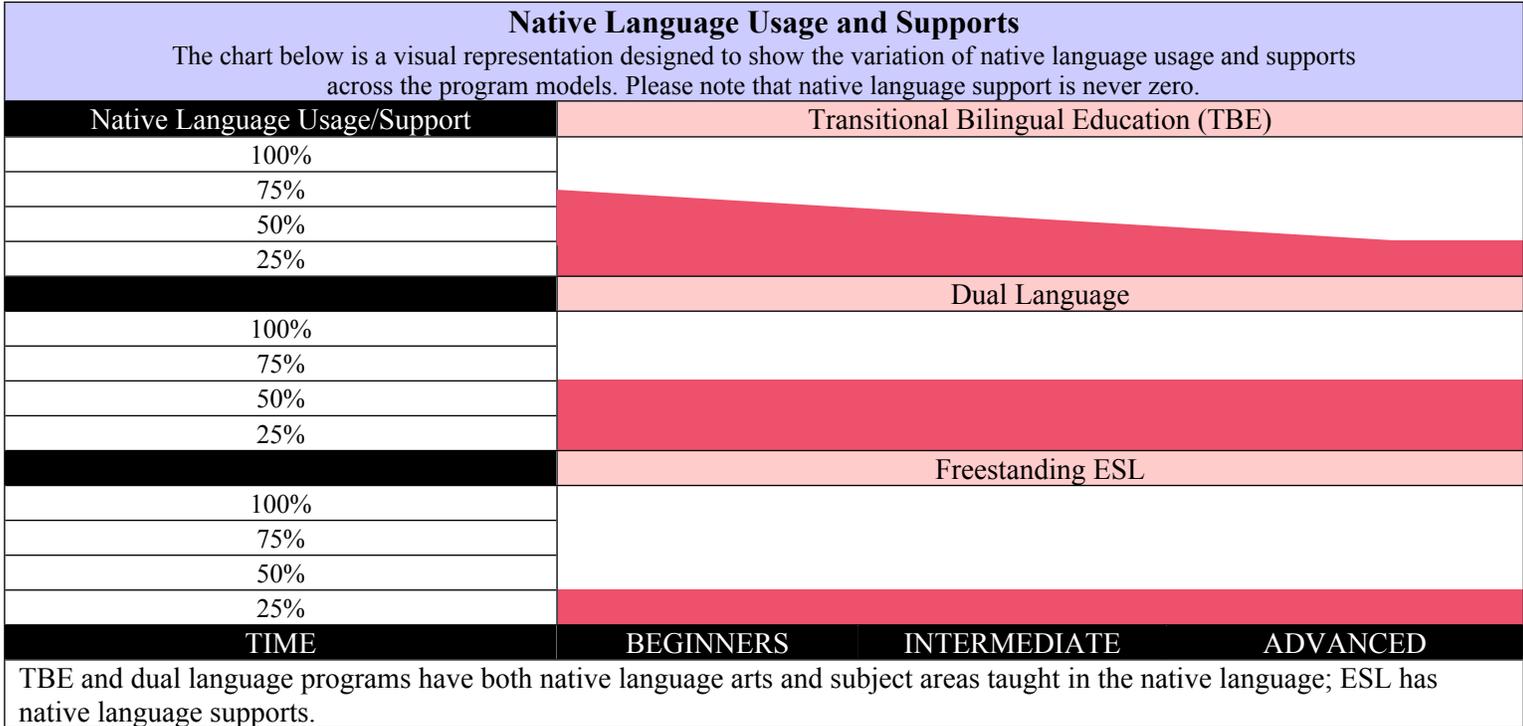
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

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 after school 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.

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

We have been monitoring our effectiveness by looking specifically at the passage rate of students from one ESL level to another. The benchmarks that we have set for each level is closely monitored in tandem with the students' passage to the next level. We have determined at which ESL level students have the best success for passing certain Regents. For example we now place student in Global history after they have completed level 2 or 3 depending on their ability to comprehend and write content that is laden with difficult vocabulary and concepts. We find that the Earth Science Regents correlates with success at higher ESL levels. When a student struggles in or fails an ESL level, we mandate PM school and tutoring for them the following semester. We track these students and monitor their progress in order that they don't fail again. Finally, to date we have graduated over 165 students from ELHS, students that otherwise may not have been able to graduate because of their ELL and over age designation.

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

So far this school year we have admitted 45 new students and added three new staff members. With our rolling open admissions, we expect to take an additional 40 - 60 students by years end. This is indicative of the success we have had in graduating so many students over the past few years. We are working hard at norming these new students at both transitioning to New York City and ELHS.

This school year, we are embedding more time in professional development and collaborative periods to look at student work, to focus on the new rating system, and build our existing staff practice to best support ELL's on the new common core curriculum. 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 additional ebook providers. We are continuing to use Aventa online blended learning for elective courses. Additionally, we are looking to expand upon many of the successful programs from the last years. 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 received an additional grant from the office of ELLs to support credit accumulation. We will use some of that grant to embed Salvadori in our curriculum. This program will provide our students with hands-on interactive group projects. We have determined that students learn best when they are given a task and need to find a solution in a group setting. Our students use their English to answer the problems in mixed language groupings. Salvadori will support this philosophy. Additionally, we applied for and will receive the SIFE grant in which we use a portion to take students on trips and cultural relevant sites around the city each spring.

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.

12. 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 fifth 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 to make improvements.

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

your building.

ELHS is composed 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. We continue to explore avenues to provide more variety in activities for students for additional arts programs and are working with other schools to expand/combine activities such as sports and other extracurricular events. We collaborate with the other high school in the building to offer soccer and have started our own basketball team. 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, New York City Mission Society CBO) 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 advisor plans these activities to encourage our students to be active in choosing a school that our ELL students will be successful attending.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
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 Keystone and Edge as well as other ESL books and resources. Further, teachers use mobile laptops, listening labs, Smartboards 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 software 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
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.
16. Explain how the 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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Since ELHS is composed 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, each year because of the receipt of the Title III summer grant, we also offer newly enrolled students the opportunity to attend our summer

school prior to their entrance in September. We invite all of our newly enrolled students to partake in our four week intensive summer school. Our summer school is composed of instruction from 8:30 to 2:00 Monday thru Thursday and is an ESL intensive with an emphasis on speaking, reading, listening and English grammar. In addition, we offer two weeks of math skills, global studies and living environment. New students are welcomed to participate and therefor are 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, immigration, jobs or housing) 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.

18. What language electives are offered to ELLs?

Through the use of Aventa and 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.

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

1. 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 37 1/2 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 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 continues to develop 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.

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.

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. As part of our weekly professional development and curriculum design we have been embedding the common core and looking at the shifts for ELL's over the past two years. We are continuing to examine our curriculum maps and imbed the common core tasks. This year we are beginning to explore periodic assessments that will align to the new examinations that will be common core. We have sent and will continue to take advantage of NYCDOE professional development offerings for our staff, coaches and administration around the common core. Teachers are working to embed strategies such as closed reading, gap analysis and running records to track Lexile levels for students. Common core tasks and strategies are evaluated and shared at these weekly professional development meetings.

3. 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 three social workers along with four additional advisors as part of the LTW staff. These staff members are regularly trained in working with students emotional and academic needs. The staff professional development is provided through Multiple Paths to Graduation, a division within the NYC Department of Education, as well as the New York City Mission Society.

We support our ELL students with an extensive advisory program; each student is assigned an advisor from our Learn to Work (LTW) staff which is supported from our CBO, New York City Mission Society. As new students arrive in our building they are immediately introduced to their advisor that checks in with them on a regular basis to make sure that they are adjusting and acculturating to both the school and in many cases the country. Our LTW advisory meets with students two times a week for 40 minutes. In the advisory periods they discuss a multitude of topics around the specific needs of ELL students in high school. These

sessions are designed specifically to support students with transitioning into an American high school and in the following years it supports students with vital information for college readiness. One of the LTW staff is specifically charged with the duty of working with our entire population to inform and prep them for college choice, applications, and financial aid. (Our college advisor) They set up information fairs; college visits and has an office that is rich with information regarding post-secondary options. Several of the other LTW staff oversees our internships; they seek out companies and partners for our school where students go in the evenings to complete internship hours. These opportunities are invaluable for our students because it exposes them to real world working situations where they must use their English skills to manage the task of the internship.

4. 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.

## D. Parental Involvement

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

1. 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 37 1/2 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 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 continues to develop 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.

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.

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2. As part of our weekly professional development and curriculum design we have been embedding the common core and looking at the shifts for ELL's over the past two years. We are continuing to examine our curriculum maps and imbed the common core tasks. This year we are beginning to explore periodic assessments that will align to the new examinations that will be common core. We have sent and will continue to take advantage of NYCDOE professional development offerings for our staff, coaches and administration around the common core. Teachers are working to embedded strategies such as closed reading, gap analysis and running records to track Lexile levels for students. Common core tasks and strategies are evaluated and shared at these weekly professional development meetings.

3. 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 three social workers along with four additional advisors as part of the LTW staff. These staff members are regularly trained in working with students emotional and academic needs. The staff professional development is provided through Multiple Paths to Graduation, a division within the NYC Department of Education, as well as the New York City Mission Society.

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

4. 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. We keep a sign-in sheet for every professional development along with a copy of the agenda. These sheets are kept with our business secretary in the main office.

### **E. Additional Information**

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

Of the 27 students that are not designated ELL's in our data set, 14 of them are prior ELL's that have passed out of the NYSESLAT. We strive to get a 100% passage rate on the NYSESLAT for all graduating seniors. The other 13 students passed the Lab-R upon entering our school but come from a home in which English is the second language. Students in this group traditionally are still new immigrants to the US but had sufficient English in their native country to pass the Lab.

## Part VI: LAP Assurances

School Name: <b>Emma Lazarus High School</b>		School DBN: <b>02M394</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melody D. Kellogg	Principal		10/30/13
Joel E. Heckethorn	Assistant Principal		10/30/13
Jillian Ramos	Parent Coordinator		10/30/13
Dustin Brumit	ESL Teacher		10/30/13
	Parent		1/1/01
Victoria Yang/ESL	Teacher/Subject Area		10/30/13
Hai Yan Gao/Math	Teacher/Subject Area		10/30/13
Caroline LoBuglio	Coach		10/30/13
	Coach		1/1/01
Yee Shau	Guidance Counselor		10/30/13
Nancy Scala	Network Leader		10/30/13
Charlotte Rochon	Other <u>LTW Coordinator</u>		10/30/13
Thomas Wernham	Other <u>LTW College Advisor</u>		10/30/13
	Other		1/1/01
	Other		1/1/01



## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*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**

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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 over 15 different native languages. Upon registration, the admission team determines the language needs of the parents through a combination of methods that include an individual interview and a parent's completion of the home language survey. Based on identification of the parent's language needs, the interview is conducted in the language of choice with the family. 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 family.

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 needs. The summary of our school's findings indicate that we currently have the following home languages identified by parents: Arabic-7; Bengali - 2; Cantonese-56; Chinese other - 1; French -17; Haitian Creole - 4; Lao - 2; Mandarin - 64; Nepali - 2; Portuguese – 3; Polish - 1; Russian - 14; Spanish - 47; Thai -1; and Uzbek - 2. 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; Aris; emergency card information; and professional development that is focused on student and parent outreach.

## Part B: Strategies and Activities

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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 members to translate as needed for distribution. A designated staff member has been identified to serve as the coordinator for translation of written documents for each language. This individual ensures that translations of all documents and letters is completed before they are provided to parents and students. Communication is shared with the school community in a variety of methods including. Mailings, phone messaging and back-packed notices (all in identified languages). Because we are a school that has been in existence for five years, most of the documents used regularly have either been translated internally or downloaded from DOE translation services. (ie - Parents Bill of Rights, NYSESLAT placement letters, etc.) These documents are kept electronically and adapted as needed. Also when possible, because of our multi-lingual staff, oral translation occurs immediately which is not always 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, guidance counselor 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 (i.e. - CEP/safety plan). Outside contractors are not currently being used. Oral notices to parents are done via the school message service, which allows for translation in identified languages for parents. On staff we have someone who can speak, Arabic, Chinese (both Cantonese and Mandarin), French, Russian, and Spanish. When a low incident language is needed and not available we use external translation services.

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. We are in compliance with all requirements in the Chancellor's Regulation A-633. In cases where additional assistance is needed we utilize the DOE translation unit for written and oral 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"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		