

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

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

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

**Principal:** MELODY KELLOGG

**Principal Email:** MDKELLO@SCHOOLS.NYC.GOV

**Superintendent:** LASHAWN ROBINSON

**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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Melody Kellogg	*Principal or Designee	
Jaime Abramowitz	*UFT Chapter Leader or Designee	
Johnny Toribio Kevyn Delva	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Maftun Rakhimova Malvin Rodriguez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Yee Shau	Member/ Elect UFT	
Jian Hong Fang	Member/ Elect Parent	
Yin Juan Wu	Member/ Elect Parent	
Viki Yang	Member/ CAS	
	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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>
<b>X</b>	▪ Annual Goal
	▪ 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.

We will focus instruction to target the improvement of academic performance and college readiness of all students, with a specific emphasis on raising achievement for the lowest-performing students. The lowest-performing students will be identified as the bottom 1/3 using both observational and hard data analyses. We will solidify school-wide instructional practices, and procedures, with the development of individualized action plans and effective supports to reach all students. : By August 2015, we will pilot 100% of identified school wide practices for improving student performance and analyzed resulting data for impact on our lowest third students. Practices are to include: individual action plans for all low performing students; tutoring targeted to identified individual student needs and implementation of identified vocabulary best practices school wide. Performance areas identified for student improvement are cognitive engagement and writing with evidence.

### **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 of all 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 growth. We then identified specific supports unique to students or generalized weakness and focused on curricular and social modifications to support students. Furthermore, we are specifically looking at additional factors of our lowest 1/3 performing 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 administration, full teaching and support staff and will initially occur during our June and August PD and will result in students being assigned to specific courses, tutoring sections, and the development of individualized action plans. Mid-way through the first semester, tutoring groups will be re-evaluated as to the impact on student performance. Professional development time will be devoted to staff working on proven instructional practices and strategies to support the academic performance. Teachers will work with curriculum, coaches and administration to devise best practices to support students. 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, 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 the action plans for failing students. This process will continue through-out the year. The final component reinforces previously listed strategies. Professional Learning Communities (PLC's) 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); Professional Learning Communities (PLC's) 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 outreach 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. 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 the subgroup will be notified of their child's progress. They will be asked to meet with teachers and administrators to develop instructional supports and action plans for their children. The goal is to engage parents in the plan 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>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

TL Citywide Instructional Expectations funds for teachers to work per session to identify and target students who are lowest performing. TL Citywide Instructional funds will be used to pay per session and coaching to develop materials and skill building tasks to embed in leveled curriculums to support students. Citywide funding to pay for professional development to support social and academic strategies to support students. TL Citywide Instructional Expectations for funding for additional classes that is specific to skill development. Additionally, we will implement many services including: TL funding 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 consultants and instructional resources will come from tax levy and reimbursable monies. Instructional supplies 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, and inquiry money.

## 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.

We will expand and strengthen the cognitive engagement of all students across the curriculum. Teachers will reinforce inquiry and questioning techniques through challenging content, student-to-student interaction, grouping strategies, and project-based lessons. Through well-designed learning tasks, students will be able to demonstrate critical and higher order thinking skills. Teachers will continue to work with the Danielson Framework to ensure best practices are normed across the school. By June 2015, 100% of teachers will have incorporated inquiry and critical thinking tasks into their planning and instruction as evidenced by observations and student-level data."Identified Danielson component is 3b ( engagement). Assessed data includes both school wide performance ( NYSESLAT and Regents) as well as student ESL movement.

### 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. 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

1. Implementation will involve a concentrated professional development plan that involves internal and external coaching. Teachers will begin to develop a bank of strategies that expand cognitive engagement. During professional development, teachers will share out best practices as well as during the Instructional Rounds. Teachers and coaches will continue to use the Danielson Framework along with research from Professional Learning Communities (PLC's) to determine strategies. Furthermore, 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. The professional development will be focused on classroom instruction. Professional Learning Communities (PLC's) will simultaneously be working on curriculum modifications that support student critical thinking and discussion skills through a sequenced imbedding of tasks into existing curriculum.1.

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

1. Targets will correlate with professional development foci. The fall semester will include targeting teachers' understanding and ability to create clear lesson objectives and consequently create learning activities and projects that reflect student engagement and higher order processing. Evaluative targets will include unit plans, weekly templates and lesson plans; teacher observations of students' cognitive 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 2014. Teachers will show evidence of a minimum of three projects per marking period. The first three projects will be implemented and documented by November 2014. By June 2015 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. Professional Learning Communities (PLC's) work will begin in September. By December, the Professional Learning Communities (PLC's) will make their preliminary recommendations for spring curricular modifications. By June of 2015 the Professional Learning Communities (PLC's) 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 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 traditional 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>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Internal and external coaching will be paid by a combination of TL Citywide Instructional Expectations and Title 1. Title 3 and Title 1 will support teacher per session for afterschool curriculum development and coaching as needed. Per session activities will be a combination of TL Citywide Instructional Expectations and Title 1 & 3 funds.

### 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.

By June 2015, 100% of ESL and content teachers will have aligned the identified and unpacked standards resulting in a clear alignment between the Common Core and daily lessons that support ESL students. We will continue to align and unpack the Common Core Learning Standards (CCLS). ESL teachers will align the CCLS with the ESL leveled classes and benchmarks and unpack the standards while continuing to support cross-curricular content. Content teachers will also continue to unpack the CCLS and deepen the implementation in their curriculum while continuing to embed ESL supports. Teachers will use existing curriculum maps as an entry point for CCLS skill and task sequencing with an emphasis on unit development.

#### **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 newcomers that are second language students, development of common core literacy and math skills is a critical component of student success. Since many of our students are over-aged, under credited and have limited exposure to the concept of career choice, intense career and college readiness is necessary. While the current instructional program is literacy based and intended to prepare students for the State, SAT and college entrance exams, because of the second language issues, it is not always a guarantee to college readiness. These factors helped determine a need to strengthen the curriculum through increasing the infusion of literacy and the Common Core Learning Standards across all classes.

#### **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 teachers to focus on common core and literacy infusion into their lessons. Staff analysis and discussions concluded that cross-curricular instruction and infusion of ESL strategies into content classes were the basis for incorporating common core and literacy standards. Professional Learning Communities (PLC's) will continue to look at how to embed CCLS skills. Additionally, an administrator 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. Professional Learning Communities (PLC's) will collaborate with teachers and administrators. Advisory teachers will help support the implementation of our college and career readiness skills.

##### **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; standardized reading strategies, and recommended strategies from the Professional Learning Communities (PLC's).

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

1. By January all teachers will identify a literacy ESL objective for each lesson. By June all teachers will include common core objectives on their daily lesson templates. By January 2015, the administrator working to ensure common core alignment will have evidence of individual coaching sessions with teachers and documented progress on curricular alignment. Our advisory courses will have implemented their full career curriculum by January, 2015, including a new Wednesday classes that will target college readiness skills.

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

1. Internal and 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 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>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

All staff will engage in professional development on CCLS, and objective development. Title 1. Administrators will work with teachers on developing the individual lesson template and curriculum maps– TL Citywide Instructional Expectations and Title 1 SWP. Staff will work both individually and collaboratively to develop curriculum-Title 1 & TL Citywide Instructional Expectations. On site coaches and administrators will work with teachers on the development of their individual curriculum maps during scheduled professional development times as well as in after-school per session - Title 1 and TL Citywide Instructional Expectations funds.

## 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.

We will improve the quality of assessments and feedback for all students. ESL teachers will create entrance and exit exams for each ESL level to determine if students are meeting the benchmark and consequently CCLS standards. Content teachers will improve the quality of assessments to determine student readiness for both state and new Common Core-aligned exams. We will conduct growth and gap analyses of student work to ensure targeted student instruction, assessment, and feedback. By June 2015, 100% of all teachers will have created entrance and exit exams that show where students are in terms of ESL benchmarks and Regents/CCLS exam readiness.

### 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. ESL teachers will specifically begin using a common exam that includes a normed writing to better inform instruction with regards to student growth. The preparedness of individual students to be promoted from one level to the next will be determined using this exam and the clearly internal, aligned benchmarks. 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. Finally, teachers have demonstrated a need to improve both their formative and summative feedback to 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

- Content teachers will create, implement, and analyze Regents-based 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 will perform item analysis using specific item analysis tool.
  - Content teachers adjust instruction based on assessment (i.e. differentiation, scaffolds, etc.).
  - 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 2014-2015 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 will use the newly created entrance and exit examinations for all ESL classes based on benchmarks.
- ESL teachers will use a common rubric for writing to be used at all levels.
- ESL teachers will continue to look at student work to develop consistent expectations and consequent evaluations for each ESL level.
- These in-house assessments will also be compared to the NYSITELL and the NYSESLAT.
- The assessment results and writing samples will be shared with the entire faculty. The results will be used to inform and adjust instruction in all subjects.

As a feedback mechanism of our school, all teachers will evidence a minimum of fifteen varied assessments for each marking period.

Teachers will develop feedback mechanisms that are targeted and coaches, administrators will use observations to evidence the implementation.

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

- 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

- Targets will include a minimum of 15 individual, varied forms of student assessment (independent of personal competencies) per semester evidenced by Engrade pro (online grade system); timeliness of teacher entry of data in Engrade pro 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. Classroom formative assessments and feedback will be operationalized and observable.

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

1. All content teachers will evidence a pre and post assessment specific to their content class each semester; on-going review of Engradepro will be used for quality and frequency of assessments. Achieve 3000 will be piloted in ESL classes to continue to collect data. Teachers will evidence functional Engrade accounts by September and all students will have pass words by same date for access. Check-in dates will be by marking period. Weekly monitoring of lesson templates will also evidence correlation of planning objectives and connectivity of assessments. Classroom observations will be a mechanism for monitoring formative feedback.

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

1. Per session as needed for data analysis and collaborative periods for teachers discussion and planning and 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).

Parents will be provided access to Engradepro.com. Parent conferences will be held according to the DOE calendar, along with the regular meetings. Teachers will use their parent outreach period each week to inform parents via email or phone regarding students and their current assessments.

***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>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

For content-area assessments: Title 1 for per session as needed - Past Regents Exams in Math, Science and History, from which diagnostic questions will be taken. Per Session and collaboration periods for teachers to create, correct and enter periodic assessments into item analysis tool; compare data with initial diagnostic exam. Saturday session 3 weeks before specific regent examination for students to take a full regents practice test, to be later analyzed by the content teacher.

For ESL Assessments: - Title 3 and TL Citywide Instructional Expectations for per session as needed. Per session and collaboration time for teachers to create tests banks and rubrics for each assessment. Collaboration time for assessment and rubric to be normed, then assessments to be scored. Collaboration time for assessment data to be entered into data system (Item analysis will be based on Rubric). PD and Collaboration time for results to be analyzed and for teachers to discuss how to use this performance data to adjust instruction in their classes.

## 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.

We will strengthen literacy infusion and development across the curriculum. We will define school-wide literacy strategies, (such as cross-curricular literacy infusion and spiraled reading strategies), standardize rubrics and embed scaffolded literacy strategies through both ESL and content curriculums. Teachers will ensure literacy is taught coherently and sequentially in all classes to advance students through the mastery of English. By June 2015, literacy strategies will be embedded within all curricula.

### **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 an all ESL population, students' data on both the NYSESLAT and Regents exams suggests that our students continue to need support with literacy skills. Additionally, with the beginning of the Common Core aligned state exams, students will need additional reading and writing comprehension skills. As we are infusing the CCLS in the curriculum, we have determined that the rigor of literacy skills needs to be adjusted. The new ESL Common Core shifts will help to guide our work.

### **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. Teachers will engage in August professional development to lay down foundational components and continue with weekly professional development sessions to support understanding and implementation of literacy infusion. Teachers have been working from a common writing rubric, and a set of reading strategies have been formalized and embedded in the curriculum. This year the staff will continue to research and expand best practices for listening and speaking. External and internal coaches, in addition to administrators, will work with teachers collectively and individually to identify and implement lessons and strategies for embedding literacy in both ESL and content. Teachers will engage in self-created collaborative teams during allotted time to develop level appropriate spiraled tasks to infuse literacy. Teachers will also attend outside training as available and schedule permitting.

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

1. Administrators, coaches and teachers.

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

1. Observational data documenting teachers' implementation of literacy. Additionally, teachers will revise and create their curriculum to reflect updated literacy infusion. (i.e. - lesson templates –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**

1. August 2014 – teachers will come in for professional development and curriculum writing, February 2015, teachers will have engaged in PD around literacy infusion with a minimum of 4 targeted sessions. Administration will conduct both informal and formal observations and begin to target teacher support with the coaches. By June 2015 teachers will have updated and embedded literacy in curriculum.

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

1. 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 way teachers embed literacy throughout the curriculum will be provided to parents; this will include syllabi, email, Emmalazarus.org and other means. 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.

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

TL Citywide Instructional Expectations Funds for teachers to work collaboratively per session. TL Citywide Instructional Funds to support coaches and professional development.

### 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, and reading room courses and resources.  N= 149	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 88	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>	Small group tutoring.  N = approximately 172	Teacher tutoring, peer-tutoring, lunch and Saturday tutoring.	Scheduled day tutoring, lunch tutoring, and 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 Regents courses.  N = approximately 134	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/ aftXer school counseling sessions for parents and students. N = approximately 228	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 *TAS 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 the DOE teacher-finder systems 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 and one part-time coach are on staff. Additionally, we contract for additional outside coaching as needed and consistent with teacher needs. 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 unpack and 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, TESOL, and current ESL 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 ***the intent and purpose*** 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.).

N/A

**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 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.

N/A

**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).

N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 02M394**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$144,197.46	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$26,860.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,768,763.00	X	See action plan

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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 [i](#) 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	185	20	0	11	1	0	1	1	0	197

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>185</b>	<b>20</b>	<b>0</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>197</b>
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>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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>	<b>0</b>	<b>43</b>	<b>92</b>	<b>37</b>	<b>25</b>	<b>197</b>								

## 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
Intermediate(I)										10	49	28	10	97
Advanced (A)										17	21	7	17	62
Total	<b>0</b>	<b>42</b>	<b>91</b>	<b>36</b>	<b>28</b>	<b>197</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										9	18	0	0

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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. ①  
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

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			

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

### Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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 SLOP 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 continueing 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 advanatage of NYCDOE professional development offerings for our staff, coaches and administration around the common core. Teachers are working to embedd strategies such as closed reading, gap anaylsis 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. 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. 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.

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.

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 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.



**Department of English Language Learners and Student Support**

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

Part A: School Information	
Name of School: 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: 225
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: 8
# of certified ESL/Bilingual teachers: 8
# of content area teachers: 0

## 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 most are eligible for ESL services, Title III money is pooled with SWP and tax levy monies to support the language development of students. Our students are also defined as transfer, they 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, tutoring, speech...). The language of instruction is English with Native Language supports as needed.

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. For the fall semester, three PM school ESL classes are operating with an enrollment of seventy seven students. Saturday sessions are also held to support and supplement ESL students in regents culminating classes as needed. Saturday sessions begin on December 6th and anticipated enrollment is between sixty to eighty students. The spring semester will mirror fall offering with the addition of two additional ESL/content classes. Enrollment for spring semester is expected to be in the range of 120 students.

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 and common core standards and lessons consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Saturday sessions also focus on providing additional support for ESL students in specific content material (i.e. - math, science 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, FuelEd (formally known as Aventa), 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).

### Part B: Direct Instruction Supplemental Program Information

There are currently 8 staff with ESL certification and they rotate on teaching the afterschool and Saturday classes (i.e. - not all ESL teachers teach each semester). All supplemental Title 3 after-school classes and funded Saturday classes will be 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:

All teachers are included in professional development (currently 15 teachers). Our professional development model continues to be consistent with prior years' structures, is both on-going and intensive and includes both on-site and off-site activities. Professional development occurs weekly on Wednesday. In addition to administrative coaching we have two on-site coaches who work directly one-on-one with teachers to develop instructional strategies for ELL's. We use external coaches to target specific yearly priorities or needs as appropriate and continue to encourage our staff to engage in relevant external conferences and workshops. We will also be continuing our instructional rounds model that allows for intervisitation and feedback sessions among colleagues. We are currently working to ensure existing ESL curriculums reflect common core standards appropriate for each level of instruction. Professional development heavily focuses on developing teachers in instructional practices consistent with college readiness, cognitive engagement and development of student inquiry (all consistent with SIOP protocols) as well as providing on-going exploration of effective ESL instructional strategies and instructional rigor. Training is provided weekly on Wednesday afternoons (1:20 – 2:40) by the ESL coach, Principal and other professionals (NYC writing project; Jensen; International coaches; ...). The Wednesday PD begins in September and continues until June. The professional development model is anchored in a "train, implement, feedback" protocol.

Specifically, topics vary weekly but are part of an ongoing targeted program that includes: infusion of ESL strategies in the instruction; scaffolding, differentiation, methods of engagement, rubric development, development of project based work, vocabulary development, and infusion of core standards. As referenced above, an integral component of our focus is on curriculum development and training in implementation of the 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 as needed and applicable. Internal professional development all includes one-on-one

### Part C: Professional Development

coaching that is differentiated based on individual teacher needs and instructional expertise.

As indicated, 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. In previous years two teachers routinely attend the TESOL and or ASCD conference and turn key relevant information (teachers currently TBD). It is our intent to continue with this practice in the current year. The NYS math conference will be attended by both of our math teachers ( Hai Yan Gao and Dina Akhnoukh). Other conference workshop attendance is determined by offerings and need as the year progresses. The intent of the workshop/conference attendance is to augment and reinforce on-site training and all workshop attendees are expected to turn-key material upon return.

### Part D: Parental Engagement Activities

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

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

Begin description here: As all of our students are second language speakers, all activities are targeted to meet the needs of second language families and consequently, the needs of our families and parents continue to be specific to certain topics. Consolidated monies are used to support and promote parent support and community engagement through a series of activities. Two hundred and sixty parents are the intended target population.

One of the identified areas of need (through surveyed parents) is the desire to learn and improve their English. In response, we are offering two workshops on language development. One is afterschool and involves providing parents/guardians with Rosetta Stone accounts and providing a scheduled time and support for their learning. A second class is offered on Tuesdays evenings and Saturdays in partnership with our on-site YMCA. Parents can sign up for language acquisition classes based on their availability or walk-in for our weekly class which is offered each Wednesday afternoon beginning in November and continuing throughout the year. Scheduling is flexible. The Tuesday and Saturday class will begin in mid-October. Our parent engagement activities also include one-on-one workshops on technology offered by the parent coordinator. These are offered on site both during the day and after school based on parent requests.

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.

**Part D: Parental Engagement Activities**

Community and parent engagement will continue to be 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.

**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>	_____	_____

