

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M394

School Name:

EMMA LAZARUS HIGH SCHOOL

Principal:

MELODY KELLOGG

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Emma Lazarus High School School Number (DBN): 02M394
Grades Served: 9-12
School Address: 100 Hester St ., New York, NY 10002
Phone Number: 212-925-5017 Fax: 212-925-5920
School Contact Person: Melody Kellogg Email Address: MDkello@schools.nyc.gov
Principal: Melody Kellogg
UFT Chapter Leader: Jaime Abramowitz
Parents' Association President: Jian Hong Fang
SLT Chairperson: Stacy Shau
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Hong Xia Kuang
Student Representative(s): Shuo Fei Sun
Mauricio Avila

District Information

District: 02 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 East New York Ave, Room 302, Brooklyn, NY
Superintendent's Email Address: Lrobinson5@schools.nyc.gov
Phone Number: 718-778-7305 x3035 Fax: 718-778-7385

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th floor
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 917-339-1765 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melody Kellogg	*Principal or Designee	
Jaime Abramowitz	*UFT Chapter Leader or Designee	
Jian Hong Fang	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Shuo Fei Sun	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mauricio Avila	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yu Huan He	Parent	
Hong Xia Kuang	Parent	
Manuel Polanco	Parent	
Stacy Shau	Staff/SLT Chairperson	
Victoria Yang	Staff/CSA	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Emma Lazarus High School for English Language Scholars (ELHS) is a transfer school comprised totally of second language learners. The school opened in 2009 and is in its seventh year of operation. The mission of ELHS is "To provide a safe, secure and academically rigorous environment to second language learners. Graduating students will be bilingual and uniquely qualified to enter the world of work."

Entering students range between sixteen and twenty years of age and the average English as a Second Language (ESL) entry level is beginner (entering). Currently there are eighteen different languages represented at ELHS. The model of instruction is English immersion and the curriculum includes free standing ESL classes.

In reviewing our past year through the lens of the Framework for Great Schools, the primary areas of focus were rigorous instruction, maintaining our vision and exploring our current school supports. In the upcoming year it is our intention to continue to make rigorous instruction a priority, specifically in the area of spiraling writing, reading, and language development tasks specific to Common Core alignment. We are simultaneously focusing on collaboration and effective leadership as linked areas in improving student outcomes.

02M394 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	233	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.6%	% Attendance Rate	93.0%	
% Free Lunch	86.4%	% Reduced Lunch	7.7%	
% Limited English Proficient	85.1%	% Students with Disabilities	N/A	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	8.1%	
% Hispanic or Latino	21.3%	% Asian or Native Hawaiian/Pacific Islander	63.8%	
% White	6.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.25	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	21.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	3.6	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	72.0%	Mathematics Performance at levels 3 & 4	97.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

New York State Regents and New York State English as a Second Language Achievement Test (NYSESLAT) scores support internal academic data revealing that our lowest third performing students continue to struggle in making academic gains across all content areas. Feedback from our Superintendent regarding classroom visits evidenced that while strategies are in place to support the lowest-third, appropriate differentiation for higher achieving students need to be strengthened. Feedback from teachers and students, gathered from discussions, surveys and observations, indicates that further development of differentiation strategies for classrooms is needed.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, all teachers will have embedded targeted differentiation strategies into classroom instruction, evidenced by curriculum development that spirals reading, writing and language tasks, and through classroom specific practices that allow for multiple entry and exit points. This expansion of differentiation will further support challenging and rigorous performance tasks that meet the specific needs of each student.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development focused around differentiation for high and low performing students.</p>	<p>Lowest-third performing students and highest performing students</p>	<p>September 2015-June 2016</p>	<p>Administrators, instructional coaches and the Professional Development (PD) Committee will focus on strategies for differentiation within the Framework for Intentional and Targeted Teaching (FIT) model. The PD committee will oversee the activities during weekly PD meetings. Teachers will implement the strategies in their classrooms and will receive feedback on implementation from administration, coaches and colleagues during classroom visits.</p>
<p>Submission of planning documents that indicate embedded differentiation strategies.</p>	<p>Lowest-third performing students and highest performing students</p>	<p>September 2015-June 2016</p>	<p>Teachers will embed differentiation strategies into their unit, weekly and daily plans. Administrators and instructional coaches will oversee the submission of the planning documents with embedded differentiation strategies.</p>
<p>Association for Supervision and Curriculum Development (ASCD) consultant will provide support and feedback regarding classroom practice and curricular adjustments.</p>	<p>Lowest-third performing students and highest performing students</p>	<p>September 2015-June 2016</p>	<p>Administrators will work with the ASCD consultant throughout the year to set instructional priorities and oversee progress. The consultant will work with the PD committee and teachers to embed specific differentiation strategies and provide feedback. Teachers will implement the strategies and make adjustments according to feedback.</p>

Instructional coaching will be provided by administrative staff and on-site Teacher Center staff member.	Lowest-third performing students and highest performing students	September 2015-June 2016	Administrators will oversee the instructional coaching to ensure it is addressing specific teacher needs and working towards instructional goals. Teachers will implement the strategies in the classroom and receive feedback in weekly coaching sessions.
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Achieving this goal will require the participation of administration and all instructional staff. Additionally, an Association for Supervision and Curriculum Development (ASCD) consultant will serve as an external professional development resource. Per session will be made available for teachers to work on curriculum during after school hours.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
During September professional development, the Association for Supervision and Curriculum Development (ASCD) consultant will begin work around differentiation. The first round of instructional observations will be completed during October with a focus on differentiation in the classroom. Review, reflection and feedback about implemented strategies will structure the professional development in November, allowing for teachers to collaborate and improve planning around differentiation. By February 2016, we will engage in a mid-year review of planning documents. Coaching staff will have a weekly check-in of differentiation strategies, beginning in September and continuing through the end of June.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

New York State Regents and New York State English as a Second Language Achievement Test (NYSESLAT) scores support internal academic data revealing that our lowest third performing students continue to struggle in making academic gains across all content areas. Our internal data indicates that students performing in the lowest third academically also have fewer family and social supports and therefore seek more connection to the school community. Observations done by administrative staff revealed that the current advisory curriculum needs to be strengthened to provide students with more socio-emotional supports and outlets. Finally, feedback from teachers, on a new teacher driven initiative started in the Spring of 2015, suggests that more individualized conversations with struggling students yielded positive changes and should be continued.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, 100% of the lowest third performing students will improve academically, evidenced by their grades, and supported through timely and quality feedback on tasks from teachers and a targeted and revised advisory curriculum that emphasizes socio-emotional supports and connections.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Advisors will meet during summer 2015 to revise advisory curriculum to emphasize the socio-emotional components of the program to ensure students feel safe, supported by and connected to the school.</p>	<p>All students</p>	<p>July 2015 for implementation by September 2015</p>	<p>Administration and Learning to Work (LTW) Coordinator will collaborate on the program changes.</p>
<p>Teachers will hold individualized, monthly goal setting meetings with struggling students to help them identify strategies and skills to support their academic progress.</p>	<p>Lowest-third performing students</p>	<p>September 2015- June 2016</p>	<p>Teachers will hold meetings and be overseen by the Professional Development Committee.</p>
<p>Teachers will provide actionable feedback to students within a two-week time frame on assessments and performance tasks.</p>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Administration will oversee teacher implementation.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Learning to Work (LTW), advisors and teachers will be leveraged to achieve this goal. Additional instructional resources necessary for advisory curriculum will be purchased. Time to hold individualized meetings with struggling students is to be determined.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By September 2015, a newly revised advisory curriculum will be implemented. Individualized student conversations will be held monthly and student findings will be shared in a Google document accessible by staff and advisors. Administration will oversee the input of timely feedback through EngradePro and the substance of feedback will be monitored through classroom observations throughout the year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A gap analysis conducted by ESL and content teachers during the spring of 2015 revealed a series of skills being repeated throughout classes without purposeful spiraling of skill complexity. Administration and teachers recognize the need for more collaboration with the purpose of creating coherent, cognitively engaging curricula within and between departments in order to maximize the impact of consistent instructional expectations, structures and routines. Feedback from teachers indicate that designated time for collaboration is necessary in order to create meaningful performance tasks that incorporate cross curricular support.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, all teachers will have collaboratively developed Common Core aligned curricula, as evidenced by unit and lesson studies and cross curricular planning. This planning will take place monthly during designated collaboration times, with a foci on deepening student learning through the use of cognitive engagement strategies.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Monthly collaboration meetings during which ESL and content teachers will work together on curriculum focused on Common Core alignment and cognitive engagement strategies.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Teachers will oversee and implement the meetings.</p>
<p>All teachers will engage in unit and lesson studies on a monthly basis to examine performance tasks and the spiraling of skills within and between departments to ensure horizontal and vertical alignment of skills and strengthen cross curricular support.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Administration will initially provide a structure for unit and lesson studies. Teachers will oversee and implement the unit and lesson studies throughout the year.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>All instructional staff will participate in the collaborative development of coherent, Common Core aligned curricula. We will leverage the contractual teacher collaboration time to accomplish activities and cross-curricular planning. Per session will be made available for teachers to work on curriculum during after school hours.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Teachers will meet on a monthly basis to plan and collaborate. Monthly unit and lesson studies throughout the year will serve as a way for teachers to hold one another accountable for the incorporation of collaboratively developed cognitive engagement strategies and spiraling complexity of skills. Administration will do a mid-year curricular check-in with teachers to see that strategies and skills have been incorporated cohesively into lesson plans, unit plans and the overall curriculum.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Through informal conversations and feedback from teachers, administration has identified a need to provide staff with more leadership opportunities and differentiated means of feedback and individual support.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, administration will provide all staff with at least one leadership opportunity that will build capacity and drive student achievement. Observation feedback methods and personalized supports will reflect teacher choice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will be afforded the opportunity to participate in the professional development committee, peer to peer coaching, and/or instructional rounds.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration will implement and oversee the activity.</p>
<p>Through the implementation of quarterly meetings, all staff will be afforded the opportunity to meet with administration</p>	<p>All staff</p>	<p>September 2015-June 2016</p>	<p>Administration will implement and oversee the activity.</p>

more regularly as a means to sustain a collaborative feedback cycle and to foster teacher engagement.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
To achieve this goal, we will leverage the strengths of more experienced teachers to take on a more advanced form of leadership in the school. Instruction times will be adjusted and covered on an as-needed basis to support instructional rounds and peer to peer coaching. Instructional materials may be purchased to support staff development.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Teachers will engage in instructional rounds and peer to peer coaching four times throughout the year. Other leadership opportunities will require daily to weekly check-ins on an as needed basis. Administration will hold a quarterly meeting with staff.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on year one of the designated parent outreach initiative, documentation of parent involvement in the school community rose only slightly. Evidence to support new community and external classroom connections was also lacking. Students and staff indicated in both written survey and verbal conversation a need to have more opportunities to connect to the school outside of the traditional instructional day. Enrollment numbers are also slightly lower.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, all staff will document thorough, targeted and individualized action plans of family and community outreach and connections on a weekly basis. School administrators will work with teachers to expand connections with community businesses and organizations

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will use their parent outreach period to make meaningful connections with students and families. These connections will be done through phone calls, emails, and EngradePro (our online grade book).</p>	<p>Families of all students</p>	<p>September 2015-June 2016</p>	<p>Teachers will conduct parent and student outreach and document the contact made. Administration will oversee the activity.</p>
<p>Learning to Work (LTW), advisors and our parent coordinator will meet with staff weekly to discuss student and family issues. Our parent coordinator along with our staff will collaboratively plan for family and community outreach. The parent coordinator, LTW and advisors will meet weekly to discuss student-family related issues.</p>	<p>Families of all students</p>	<p>September 2015-June 2016</p>	<p>Full staff will participate in the activity.</p>
<p>The administration and staff will collaborate to form and partner with new community organizations to help meet and support the school.</p>	<p>Staff and community based organizations</p>	<p>September 2015-June 2016</p>	<p>Full staff will participate in the activity.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will leverage all staff, EngradePro subscription, parent outreach fliers and mailings, the purchasing of our phone system, advertisements, brochures. Time will be built into our existing community schedule for staff discussion regarding student-family issues.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teachers will provide family outreach documentation and EngradePro accounts will be monitored monthly. Feedback to teachers and staff regarding their individualized and targeted family outreach will be given by November 2015 after the first rounds of observations. By February 2016, we will check and follow up on the connections made with new community organizations.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	116-Based on New York State English as a Second Language Achievement Test (NYSESLAT), Regent and class test scores.	116-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.	116-Small group, whole class instruction, teacher tutoring, peer-tutoring, lunch tutoring.	116-Day, tutoring, lunch & PM school program, Saturday classes and Regent prep program.
Mathematics	20-Based on Regent and class test scores.	20-Additional skills courses for struggling and identified students based on assessment examinations/ tutoring/ destination math/ after school support classes and teacher and peer tutoring.	20-Small group, whole class instruction, tutoring, peer-tutoring, lunch and Saturday tutoring.	20-During day tutoring, lunch & PM school program, Saturday classes and Regent prep program.
Science	19-Based on Regent and class test scores.	19-Small group tutoring.	19-Teacher tutoring, peer-tutoring lunch and Saturday tutoring.	19-Scheduled day tutoring, lunch tutoring, and Saturday Regent prep program.
Social Studies	29- Based on Regent and class test scores.	29-Supplemental courses for students identified with low content knowledge and organization skills/additional classes for students in culminating Regents courses.	29-Tutoring, peer-tutoring, lunch and Saturday tutoring.	29-During day tutoring, lunch, PM school program, Saturday Regent prep program.
At-risk services (e.g. provided by the Guidance Counselor,	225- Teachers' referrals, family	225-Individual counseling, group counseling or	225-Individual counseling, group counseling or	225-During the school day, before and after school and

<i>School Psychologist, Social Worker, etc.)</i>	request and student's request.	professional referrals.	professional referrals.	sometimes on weekends.
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. 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.
Recruitment for highly qualified teachers occurs through the use of the open market system as well as the new teacher finder and word of mouth recruiting. The retention strategy includes a heavy focus on professional development teacher mentoring and coaching. Funds are allotted to support both new hires through on- site coaching (one full time position and outside contracted coaching specific to the needs of teachers.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development (PD) occurs weekly during the identified PD period. Additional supports occur through scheduling of early return dates for teachers to provide a venue for early preparation and engagement with the Common Core. Throughout the year teachers' have access to one full time coach and one part time coach as well as planning time for peer – peer collaboration. Teachers participate in the professional development planning and school wide instructional rounds.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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

4b. 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 choose their own assessments specific to the benchmarks and outcomes associated with each class and the project they are engaging in. Much of the assessment is rubric based. Additionally, ESL teachers use pre and post testing (Achieve 3000) to track lexile movement. The New York State English as a Second Language Achievement Test (NYSESLAT) is used as an overarching assessment. Writing is assessed cross-curricularly, based on spiraled tasks and an internally developed school wide rubric. Professional development sessions have focused on reviewing student work through the lens of assessment; peer evaluation and feedback on class specific assessments; and analysis of data gathered through varied assessments.

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

<p>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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	139,634.00	x	p.11,14,16,18, & 20
Title II, Part A	Federal	0		
Title III, Part A	Federal	21,756.00		
Title III, Immigrant	Federal	0	x	p. 14
Tax Levy (FSF)	Local	1,878,209.00	x	p. 11,14,16,18, &20

¹Explanation/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.

²The **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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Emma Lazarus High School Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact

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

School Responsibilities

Emma Lazarus High School will:

A. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet the State’s student academic achievement standards by:

- a. Continuing to expand existing supports to engage students in reading and writing;
 - b. Provide intensive professional development using both internal (Principal, Asst. Principals, coaches) and external resources such as staff developers;
 - c. Inclusion of all components of a balanced literacy program: Independent Reading; independent writing; shared reading; interactive writing; read aloud; word study; guided reading; double period literature blocks; and literature circles;
 - d. Provide both day and after school tutorials for students;
 - e. Provide ELL students with materials in their native language;
 - f. Use technology to engage and support students language acquisition, and
 - g. Provide the highest quality education to all of our students.
- B. Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement.

Specifically, those conferences will be held:

- a. On **Sep 30 , 2015 Nov 19, 2015 Nov 20, 2015 Mar 10, 2016 Mar 11, 2016 May 10,2016**

- C. Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- D. Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- E. Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- F. Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- G. Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- H. Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- I. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - a. Report cards will be given six times a year;
 - b. Teachers are available as needed to meet with the parents;
 - c. Parents are encouraged to communicate with the Parent Coordinator for the interim updates, and

d. Advisors will regularly outreach to parents as well attendance and guidance staff.

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

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

Parent Responsibilities

Emma Lazarus High School parents will:

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

a. Making sure that he/she comes to school every day on time;

b. Making sure that all homework assignments and school projects are completed on time;

c. Providing an environment conducive for study at home;

d. Monitoring the amount of time your child spends watching television and on the computer doing non-school related activity, and

e. Communicating positive values and character traits, such as respect, hard work and responsibility.

B. Volunteer in my child's classroom.

C. Participate as appropriate, in decisions relating to my children's education.

D. Participate in school activities on a regular basis.

E. Stay informed about my child's education and communicates with the school by promptly reading all notices from the school or the school district either received by my child or by mail and respond as appropriate.

F. Provide my child with a library card.

G. Communicate positive values character traits, such as respect, hard work and responsibility.

H. Respect the cultural differences of others.

I. Help my child accept consequences for negative behavior.

J. Be aware of and follow the rules and regulations of the school and district.

K. Support the school's discipline policy.

L. Express high expectations and offer praise and encouragement for their achievement.

Student Responsibilities

Emma Lazarus High School students will:

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

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

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
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

Part B: Direct Instruction Supplemental Program Information

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).

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

Part C: Professional Development

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 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

Part D: Parental Engagement Activities

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.

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"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 394
School Name Emma Lazarus High School for English Lan		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Melody Kellogg	Assistant Principal Victoria Yang
Coach Caroline LoBuglio	Coach type here
ENL (English as a New Language)/Bilingual Teacher Dustin Brumit	School Counselor McYee (Stacy) Shau
Teacher/Subject Area Bryan McGuinness	Parent type here
Teacher/Subject Area Social Studies	Parent Coordinator Sourelly Hasbun
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent LaShawn Robinson	Other (Name and Title) Joel Heckethorn, AP

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	278	Total number of ELLs	206	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	Newcomers (ELLs receiving service 0-3 years)	205	ELL Students with Disabilities	
SIFE	17	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	205	17	0	1	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										46	15	6	1	0
Chinese										49	71	10	1	0
Russian										9	13	1	0	0
Bengali										2	1	1		0
Urdu											1			0
Arabic										2	1	2		0
Haitian										9	3	1		0
French										7	13	3		0
Korean														0
Punjabi														0
Polish											1			0
Albanian														0
Other Thai/Uzbec										1	8			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0									41				0
Emerging (Low Intermediate)										28	11			0
Transitioning (High Intermediate)										27	24			0
Expanding (Advanced)										15	41	11	1	0
Commanding (Proficient)										15	50	13	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										2	38	16	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										2	38	16	0	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	56		47	
Integrated Algebra/CC Algebra	130	37	113	33
Geometry/CC Algebra	51		44	
Algebra 2/Trigonometry Math _____	7		4	
Chemistry	2		2	
Earth Science	66	12	52	12
Living Environment	137	48	108	45
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	109	38	71	24
Geography				
US History and Government	44	3	39	3
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use multiple assessment tools with our ELLs. Initially, a teacher created test focuses on evaluating students' levels in reading, speaking and writing to allow for a subsequent ENL placement. Entering students are also tested with a teacher created math examination. Subsequent to this testing, teachers then engage students in in-class assessments (usually Achieve (Empower3000), a rubric based writing diagnostic and compare it to a benchmark norm) to make sure the placement is valid. Subsequent testing includes the NYSITELL, NYSESLAT and in the past we have used the ELL and math periodic assessments. Assessment for literacy is also on going in all classes since we engage in a balanced literacy model. Teachers 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" (Entering) or "Intermediate" (Emerging). It is our belief that students will progress and move up to a proficiency level of "Intermediate" (Expanding) and eventually "Advanced" (Commanding) through each of the modalities. While some students test mid-range on the NYSITELL or NYSESLAT, we are fully aware that these students are deficient in writing (an area of weakness in the NYSITELL 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. Using our internally created benchmarks, we are periodically assessing our students and for our ELL students and we are continually engaging in the development of authentic assessments that correspond to our ENL benchmarks (which were developed based on Common Core, state and city standards). Our school's instructional plan involves scheduling students into one of several link courses – classes that focus on one of the ENL modalities (reading, writing, speaking, or listening). Students who are at the entering level take two link classes – one that concentrates on speaking and vocabulary, while the other one concentrates on writing and reading. In our levels 2, 3 and 4, students take link courses specific to 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 after school courses that afford students an additional class at their level for skill development and reinforcement
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

We are discussing the data collaboratively and as a school community we are examining our instructional practices, including assessments, 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 assessments 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, especially given the new Common Core. We are also very well aware of the new core curriculum standards and are embedding them into our instruction. We know that new challenges will arise in the coming years as we continue to unpack the Common Core standards and embed the tasks into our instruction. As we continue to disaggregate the data, our decisions and instruction will be directly impacted and correlated to the results that we find. As a staff we routinely examine the results of the NYSESLAT data in our September meetings to identify trends. Use of this data as well as the NYSITELL data is used to inform our instruction, identify students for tutoring and provide information on individual student strengths and needs.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

After reviewing students' NYSESLAT data, all data is shared and analyzed with the ENL and content teachers as a tool to modify supports and instruction. Additionally, students are placed in corresponding tutoring and the appropriate link courses based on their weaknesses. Despite the new DOE UFT contract, we will still have tutoring for 40 minutes twice a week that targets students' reading, writing, listening and speaking. The AMAO is used as a reference tool.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Our students are faring well on the Regents tests regardless of if they choose to complete the tests in their native language or English. During the 2014-2015 school year at Emma Lazarus High School, Regents exams were administered (ELL and non-ELL). Of those exams, students earned a passing grade resulting in a passage rate of . The breakdown of English and Native Language can be found in the data. (above) We are continuing to offer courses in PM school to target student weaknesses, 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 NYSITELL, NYSESLAT and Achieve 3000 tests to ensure that students are placed in the correct level for ENL instruction. We are doing item analysis to ensure that instruction reflects students' weaknesses; we continue to reinforce the strategies and concepts of students that 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 assessments. 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.

d. Internal testing is all English based. The results indicate an clear progression within the framework of the sequenced ESL curriculum.

e. ELL assessments are consistently used to provide information on student progression within the areas of reading, writing, listening and speaking.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
N/A

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

The whole mission of the school is to develop our students' second language of English. We purposefully develop our instruction around best practices to support ELL students' learning. We also ensure that all students' native language is valued. Entering students and their families all engage in a lengthy intake process which includes discussion of the students prior educational history, an internal entrance exam focused on current language levels and a discussion of the students cultural background. . All classroom instruction is based on language based groups reflective of intake information. Since all our students are either current or former ENL's, all instructional decisions evolve around the need for new language development.

7. For dual language programs, answer the following:

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

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

We are monitoring and tracking student progress closely so 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' instructional effectiveness. We are committed to providing quality instruction to all our students. Students are assessed through a combination of assessments which include both internal (pre-post computerized and written assessors) and external assessments (NYSESLAT/ Regents/).

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

When a student arrives at ELHS they are greeted by our intake team, which includes Caroline LoBuglio, our ENL coach; 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 as part of the intake process by a pedagogue. Language needs of parents are acomodated by internal staff (we have 19 bi-lingual staff members) and when needed, through use of translation services. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student. On site bilingual staff is available to assist Ms. LoBuglio, Ms. Shau, the student and the parents with translation services as needed to complete the HLIS. Ms. LoBuglio, our certified ENL coach oversees the process. As needed, translated documents are provided to parents based on their preferred language. The completed forms including the HLIS are placed in the student's cumulative folder and ELL critical document file and remain a part of the student's permanent record. Once we determine that the student is an ELL, we provide them with the DOE 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. If needed, we provide translation support from our own bilingual staff or when necessary seek assistance from the Office of Translation Services. The parent choice letter is completed and put on file with the guidance office and if the student matriculates with us it also is placed in their cumulative folder and ELL critical document file. Our ENL coach, Caroline LoBuglio (ENL certified), administers our own internal assessments; our math specialist, Hai Yan Gao, gives a math diagnostic and Bryan McGuinness one of our ENL teachers administers the NYSITELL and the Spanish LAB when applicable. The NYSISTELL 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, ENL certified teachers stay in constant communication when a student starts their first day. 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 work with them to find an appropriate site through use of OELL via ELLPROGRAMTRANSFERS@schools.nyc.gov. We also direct them to the ELL portion of the DOE website.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We identify Students with Interrupted Formal Education as students who have attended school in the United States for less than twelve months and who, upon initial enrollment, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to the interrupted prior schooling. Within 30 school days from the student's initial enrollment we determine SIFE designation by carefully interviewing new students and their families once they have been identified as ELL. If there are indications within the initial process or inconsistencies in their formal schooling, we proceed with the SIFE Identification process. We administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we also administer the LENS. This is completed by part of our intake team, Mr. McGuinness, our ENL testing coordinator, Ms. Gao, our math coordinator, or Ms. Shau, our guidance counselor.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

LPT members examine all materials and documents of entering students. If a student is a true transfer from a NYC DOE school and has an IEP already we inform them of the services that we are able to provide. Because so many students are new to the country and don't have an IEP, we again try to ensure in our initial intake process and testing that all students are ensured the best program to support all of their needs. Entering students are assessed for their status as SIFE students. LPT members includes Ms. Lobuglio, ENL teacher, Ms. Shau Guidance Counselor, Ms. Yang Assistant Principal. Identification of students recommended for LPT would result in providing options and timelines to families (20 days to accept or reject) of said students within the mandates of the policy guidelines. All parents are provided on-site translation services as needed.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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. Additionally, we attempt to have students take the NYSITELL on their initial meeting date, or minimally on the first day of attendance. We scan the results and use the data to help place the student in the best classes to support them. As soon as the results have been determined for NYSITELL, we provide each family with the parent notification letter. Letters for entitlement and non-entitlement are language specific for families. The distribution of letters is supervised by Ms. Victoria Yang, Assistant Principal.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

During our intake process, we inform parents that their student has the right to request a re-identification in the case where a parent or student doesn't feel the ENL or non-ENL decision is correct. Correspondance for parents is in the language of choice of the family and translation (on-site) is offered as well. A parent/guardian of the student or in the case where the student who is 18 years of age or older who believes that they may have been misidentified as an ELL or non-ELL are told to request in writing to the principal (within 45 school days of enrollment) that the ELL Identification Process be administered a second time. We ensure that the re-identification process is completed within 10 school calendar days of receipt of the written notice; however, if we must consult the CSE, the process is completed within 20 school calendar days. The Assistant Principal supervises the process. Copies of letters are kept on file in the main office (room 206)..

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 ENL). Our guidance counselor, Stacy (Yee) Shau; parent coordinator, Sourelly Hasbun; ENL 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 ENL model (freestanding ENL) including the need to choose a program or be subjected to the default bilingual program. 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 ENL strategies embedded in them and ENL 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 ELL Folder of Critical Documents that is kept centrally in the guidance office, as well as placing copies with the cumulative folders. The folders are kept on file in the guidance department. As indicated earlier, all correspondance and discussion is conducted in the parents preferred language. All components of the intake process and mandated components occur within the first day of intake and orientation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Again, all students are required to include their guardian/parent in the intake process. At this time, we have all parents complete the Parent Surveys and Program Selection forms. We monitor parent program choice by keeping all records on file and ensure that families have a clear understanding of our ENL model. All parent choice forms are completed upon intake and orientation which maximizes our ability to support the choices of parents and meet the needs of our students. All forms and correspondance are in the parents choice of language..

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

All parents/guardians complete the form at the intake process. We keep all forms on file. The Assistant Principal, Ms. Yang supervises the parent notification process. and the process of collecting and storing.

9. Describe how your school ensures that placement parent notification letters are distributed.
Once the student's program has been determined based on the NYSISTELL and our own internal testing, we send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. Again, this letter is added to all documentation for the student. The Assistant Principal is responsible for distribution of all letters. .
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
We place and keep all ELL-related documents in the student's cumulative record. The LPT, headed by our guidance counselor, Yee (Stacy) Shau, oversees the placement of the documents. We forward any student's cumulative folders to their new DOE school as per all applicable policies. Additionally, we maintain an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. We adhere to all applicable laws and regulations pertaining to the retention of records including, but not limited to, Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA). Critical ELL documents include the following: dated and signed copies of each student's Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs), Continued entitlement letter (continuing ELLs), Non entitlement letter, and Language Proficiency Team NYSITELL Determination Form. The Assistant Principal is responsible for maintenance of records. .
11. 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 NYSESLAT testing coordinator, ensures that NYSESLAT is administered to each eligible student and the each part is completed correctly. Since all of our students are currently ENL's or former ENL's we maintain on-going records of students who test out for reference. The AP also utilizes the AT functions RLER & RLAT. The test is administered during a single school day by a teacher). (Mr. McGuinness). The writing and speaking portions are graded by an ENL teacher other than the student's current teacher. All materials are returned to the testing coordinator in a timely manner and checked that each student has taken the exam and that it has been scored properly. The AP attends all mandatory and suggested trainings regarding the NYSESLAT offered by the NYC DOE and Office of ELL's.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Students are considered tested out once they have scored "proficient/commanding" level on the NYSESLAT or at "advanced/expanding" level on the NYSESLAT AND 65 or above on the NYS ELA Regents exam and these scores are the result of test administrations that occur within the same school year; the August Regents results may be used in conjunction with the following school year's spring administration of the NYSESLAT. Students who test out and become former ELLs, as a result of their scores, are entitled to the following transition services for up to 2 years: a half unit of ENL or services that monitor and support the student's language development and academic progress and ELL testing accommodations. We send Non Entitlement/Transition letters to parents of those students who have exited ELL status. We utilize the letters that are available online which are mailed to parents yearly. We provide the letters to parents no later than September 15 of the school year in which the student is no longer entitled. We send the letters in the preferred language of the parent. The Assistant Principal , Ms. Yang ensures continued entitlement and transitional support parent notification letters are distributed.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Our parents pick ELHS because they know we are a freestanding ENL, English immersion program. 100% of our students' parents have chosen freestanding ENL; in the few instances when families do not want freestanding ENL, we work with OSEPO, the Office of ELL's and the families to find alternative placements. We have no letters on file at this time that indicate one of the other program choices. We. monitor trends by counting parent choices.

Part V: ELL Programming

A. Programming and Scheduling Information

- How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - Freestanding ENL program.
Since the school is a transfer school, student classes are assigned based on needs for graduation. ENL classes are sequenced one through 7 (beginner to advanced) and students are placed based on proficiency level.
 - TBE program. *If applicable.*
Paste response to questions here:
 - DL program. *If applicable.*
Paste response to questions here:
- How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students in Entering (Beginner) ENL classes receive 540 minutes of ENL instruction per week, 2 units of ENL and 1 unit of ELA. At ELHS, students are often programmed for one additional unit of ENL. Students in Emerging or Transitioning (Intermediate) ENL classes receive 360 minutes of ENL instruction per week, usually 2 units of ENL and 1 unit of ELA, and Expanding and Commanding (Advanced and proficient) ENL students receive 180 minutes of ENL instruction per week and up to 2 units of ELA. The English class 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 ENL 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 ENL teachers on site (6 teach ENL, 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 ENL instruction is delivered in ENL and content area classes through scaffolding activities and materials that support students' comprehension and development.
- Describe how core content is delivered in each program model. 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, visuals, ENL strategies and Total Physical Response (TPR) are also incorporated into our content area classes to strengthen listening, verbal, reading and written skills. The ENL 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 State assessments. Two of our content teachers are dually certified in ENL and the remaining staff has or is receiving professional development. We expect teachers to use effective ENL strategies, to scaffold learning, to use native language supports, differentiate instruction and to incorporate technology into lessons as additional supports and entry points. Each program uses materials and textbooks that are common core aligned and support the project based learning focus emphasized within the curricula. Content teachers utilize the same common core standards reflected in the ENL and English classes specific to language and literacy development as well as the common core standards specific to their classes. Content teachers utilize translated books that are language specific as needed.
- How do you ensure that ELLs are appropriately evaluated in their home 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 and the SIFE Lens with each student to check for gaps in their education. However, because we provide instruction in English, we only assess students once and use this information to determine if a student has had formal education prior including academic language development. We determine where strengths and weaknesses in the students' learning might exist in order to provide additional supports. We encourage students to keep their Native Language by having every available Native Language source and support; providing all Regents exams in native translations (when available), and we have students take the LOTE exam in their native language (when available).
- How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ESL department utilizes a set of leveled benchmarks that correlates with the Common Core and state standards. These benchmarks were created after researching best ENL practices and over 6 years of consistently reflecting and revising them along with the curriculum. The benchmarks are specifically developed to scaffold and spiral instruction in reading,

writing, listening and speaking for level appropriate language acquisition. Our levels are aligned to the entering, emerging, transitioning, expanding and commanding as used by the NYSISTELL and NYSESLAT exams. Each level of ENL 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 they move to the next level. ENL teachers do pre and post testing for each semester. Finally, a 2014 CEP goal developed a more formal benchmark and exit exam for each level to measure student growth.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - 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. ENL 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 ENL and content for students who are new arrivals and test as Entering. 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 the developing students, we identify them and inform the staff. We place these students who may still be at a emerging or transitioning level of English in tutoring and mandate many of them to take additional after school ENL 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 ENL 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 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. Commanding students still are required to take ENL 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)All instruction is scaffolded within the ENL leveled courses. Scaffolding is removed as students move through levels and tasks are sequenced to provide additional challenges on each level
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Again, because our entire academic program is modeled for ELL students, students who are ELL or non-ELL receive the same instruction. If a student is determined to not be an ELL at the initial intake process and their home language is English, we recommend the appropriate placement services to find a school that better suits their individual needs. Because we market to students who are ELL’s, students who are determined to be an ELL will be placed and scheduled according to our intake process. The academic schedule will reflect the needs of students based on prior high school credits and initial testing. All students at ELHS are expected to graduate, achieve career and college readiness competencies, all while aiming for an Advanced Regents diploma. Finally, we will adhere to the ELL Re-identification process as outlined in the ELL Policy Brief. In

Chart the event of re-identified ELL or non-ELL, the Assistant Principal will work directly with the teachers specific to the program of the student.

8. 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 ENL 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 newcomers, entering and emerging 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. All ELL- SWD's have full access to a computer daily and students needs are identified and matched with specific action plans. Compliance for mandated services will be monitored by an Assistant Principal.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY Chart	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

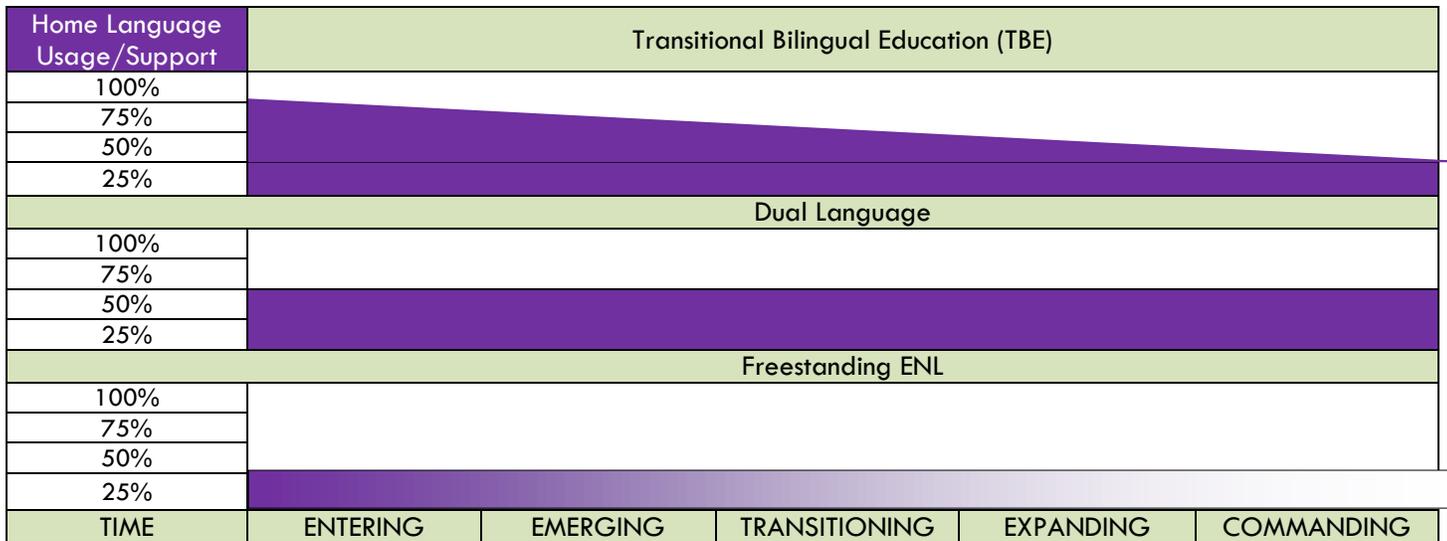


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL 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 ENL and immigrant students. The targeted interventions range 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 ENL 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. Finally, on Wednesdays we offer targeted college and career readiness courses in technology, career exploration and college preparedness. Support services are offered in English with native language support as identified necessary.
11. 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 ENL 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 ENL level students have the best success for passing certain Regents. For example, we now place students in Global History after they have completed level 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 ENL levels. When a student struggles in or fails an ENL level, we mandate PM school and tutoring for them the following semester as well as recommend them for our intensive ENL summer school. We track these students and monitor their progress so that they don't fail again. Finally, to date we have graduated over 230 students from ELHS, students that otherwise may not have been able to graduate because of their ELL and over age designation. Additional data used for analysis includes: regents examination performance; pre and post class testing for reading, writing, speaking and listening; external performance tests (again, pre- and post) semester based. All teachers are made aware that they are teachers of ELL's when they are hired. Professional development is focused on content and ENL teacher use of effective strategies.
12. What new programs or improvements will be considered for the upcoming school year?
- With our rolling open admissions, we expect to take-in between 75-100 new students by years end 2016. 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 our 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 ENL strategies, and build our existing curriculum to best support ELL's for the new common core Regents.
- We will be targeting our literacy across the curriculum and looking at how ENL objectives are met in each lesson in each of the content and ENL classes. Furthermore, we are going to continue to work on differentiation for both our lowest 1/3 and highests achieving students.
- Additionally, we will continue to do targeted work with our teachers around group instruction. 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.
- Finally, we will expand upon many of the successful programs from the last years. We have received an additional grant from the office of ELLs to support credit accumulation. We will use some of that grant to expand our program and embed additional PM classes in our curriculum.
13. 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 seventh 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. However, we will discontinue any targeted instruction and courses for SIFE, as we are no longer receiving the additional grant funding due to changes in the grant perimeters. We believe that all of our students are capable of cognitive engagement, and we will continue to work on differentiation and multiple entry points to service SIFE students, but with regards to targeted courses, that will cease.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELHS is comprised solely of second language students so all programming is open and specific to all ELL students. All programs, both during the day and after school offer either direct instruction for ELLs or serve as supplemental activities or instruction. We continue to explore avenues to provide more variety in activities for students such as 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 had 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 internship sponsors are screened specifically for compatibility for our students as ELLs. Additionally, our LTW staff provides workshops and special engagements for our students around career and college and works with students 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 facilitate 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. All students have access to ESL classes afterschool and both tutoring and homework help. Saturday classes are offered for content classes for Regents preparation. Students also have access to cultural and experiential learning opportunities through out the year.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- All ENL 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 ENL 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 ENL 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 netbooks, specific software such as GoogleDocs, Quizlet, 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 ENL 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, our own developed reading room, as well as expansive classroom libraries. Furthermore, we label these books with Lexile levels and use resources that are predetermined and written specifically to meet the benchmarks for the appropriate ENL levels and content courses. Additionally, each teacher is provided a budget to support his/her classroom through classroom libraries and other ELL materials specific to the needs of the students in addition to the above identified materials, student are supported through technology. All students have their own individual lap tops which include access to all web based resources, teacher resource pages, Rosetta Stone, Achieve 3000, Brain pop, and Delta Math, .
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- 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 English vocabulary daily to increase student achievement.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Yes, all of the required services/resources, supports and materials we have obtained and continue to purchase correspond to the appropriate ELL level and are targeted to our over aged student population. We continue to grow and add to our native language materials, our ENL books, libraries and our software. Curriculum materials are assigned based on student ENL levels and lexile levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- Since ELHS is comprised of second language students, a significant number of which are newly immigrated, all of our initial activities focus 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 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 ENL intensive with an emphasis on speaking, reading, listening and English grammar. New students are welcomed to participate and therefore 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. Our advisory system is also set up so that new students are immediately connected with a staff member of the LTW or other school staff to ensure that they are being supported socially emotionally as well as academically. Finally, as part of our fall programming we take our students on a leadership retreat to build community. This trip usually takes place in early September and is held at a nearby camp. We build leadership through traditional rope-courses, rock-climbing and other challenging physical activities that student's must support and help each other. The feeling of accomplishment and achievement helps to build the safe and secure environment that is at the core of our school's mission.

19. 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Our professional development plan provides our teachers and staff with several supports. We meet weekly as a staff around ENL teaching strategies and topics. On Tuesday we have our collaborative period; during this time we discuss student work, we provide structured time for teachers to co-plan between ENL and content classes, and we provide time for teachers to debrief on their instructional rounds visitations that occur quarterly throughout the year. 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 professional development that provides 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 on strategies from the SIOP model, technology supports and ENL strategies from QTEL and TESOL. Our professional development team 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 Common Core aligned and designed with the end in mind. We backwards plan and use the Common Core along with 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 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 an ENL coaches and three 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 coach and administrators meet regularly both during the day and after school with staff to plan, work on assessments and review data. Additionally, we have several inquiry teams that focus on data around our ELL students. For instance, one group's focus is on the lower 1/3 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. The calendar for PD dates includes a PD session every Wednesday through out the year. .
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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 several years. We are continuing to examine our curriculum maps and embed the Common Core tasks. This year we are beginning to explore 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, coach and administration around the Common Core. Teachers are working to embed strategies such as closed reading, gap analysis and running records to track Lexile levels for students. Common Core unpacking of tasks and strategies are evaluated and shared at these weekly professional development meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The New York Mission Society and our school administration support the LTW staff, guidance staff and teaching staff in providing support to our students as they transition into ELHS and as they transition from ELHS to post secondary options. Our staff includes one guidance counselor and 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 Learning 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 advisory periods are designed specifically to support students with transitioning into an American high school and in the following years it supports students with vital information for college readiness. One of the LTW staff is specifically charged with the duty of working with our entire population to inform and prep them for college choice, applications, and financial aid. They set up information fairs; college visits and has an office that is rich with information regarding post-secondary options. Several of the other LTW staff oversee our internships; they seek out companies and partners for our school were students go in the evenings to complete internship hours. These opportunities are invaluable for our students because it exposes them to real world working situations where they must use their English skills to manage the task of the internship. We also have one LTW staff that does the same for our community service hours. Each student is required to meet a determined number of community hours prior to graduation. Again, these experience, help richen the transition to the school and to NYC. . It should be noted that

much of the work our counselors do focuses on the area of acculturation. It should also be noted that as a transfer school, none of our students are transitioning from middle school..

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

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 ENL training that exceeds the professional development requirements as per CR Part 154.2 by holding professional development weekly each Wednesday. Teachers sign in for each PD and copies of attendance sheets are maintained in the main office (Rm 206) Each of our non-ENL certified teachers attends workshops both within and outside of the DOE, such as SIOP, QTEL, TESOL or ASCD offerings.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During each September, we send home a letter to every ELL family that provides them with their students' most recent NYSESLAT proficiency results and remind them of the choice to have their child enrolled in an ENL emersion program. This letter invites families to make an appointment to meet with the guidance counselor or other appropriate school staff to discuss the goals of the program, their child's language development progress, their child's English language proficiency results, and language development needs in all content areas. We follow up with parents and set an appointment for the meetings. At this meeting, we provide staff to support with translation in the language or mode of communication the parent or guardian best understands when needed. We record attendance and keep notes of the meetings with the parents. The letter and all records are kept in the students files./ Question 2- for below- All records for parent meetings are kept in the main office (room206).

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement in our school consists of regular monthly meetings, conferences, workshops and comprehensive outreach. At the monthly PTA meetings we provide parents with a list of topics that are predetermined based on parent surveys sent home, completed through our automated telephone system or done informally with our parent coordinator, guidance counselor, and staff. Topics range from immigration issues, and health issues, literacy and technology. In addition, we pair up with organizations to provide adult English classes, computer literacy classes, health classes that take place during the week and on weekends. Our staff reaches out to parents directly whenever there is an issue or positive matter to discuss regarding student progress during our designated family outreach period that occurs weekly. Our LTW staff work hard with parents and involves them with the school. They often invite parents on school trips and get them interested in the college process and other services provided through the New York City Mission Society. Finally, we have a monthly newsletter and use our automated phone messaging system, engradepro.com (our online gradebook) or the NYC DOE FAM system to communicate with parents on an ongoing basis. All communication is translated in the parents preferred language when requested.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? ELHS partners with Charles B. Wang Community Center and any offerings they have regarding health. We partner and collaborate with the Chinese Progressive Association to provide our parents with English classes. The New York Immigration Coalition provides our school and parents with computer literacy skills. Additionally, we are partnering with the NYC Mayor's Office of Immigrant Affairs to ensure all families received their NYC ID cards. Our parent coordinator teaches workshops on computer literacy as well. The University Settlement with their Financial Empowerment Program supports families with financial literacy on an individual basis. The New York City Mission Society provides funding for our LTW staff.
5. How do you evaluate the needs of the parents? We evaluate the needs of our parents through surveys that are distributed both in hardcopy and via our automated telephone response system. Our parent coordinator also canvasses parents at monthly PTA meetings, parent conferences, informal meetings and during phone calls. We are consistently planning and evaluating the needs of our parents and their interests when designing and implementing workshops. Surveys are specific to identifying the needs of our parents in terms of supports.
6. How do your parental involvement activities address the needs of the parents? The workshops and involvement activities have a direct correlation to the needs expressed by our parents. The needs of our parents are addressed directly based on their feedback from surveys and informal discussions with our staff. All of our materials and workshops are translated in as many languages that are available to us and we use staff and resources to communicate effectively with our population. We assess the effectiveness of our workshops and plan accordingly for future events.he workshops and involvement activities have a direct correlation to the needs expressed by our parents. The needs of our parents are addressed directly based on their feedback from surveys and informal discussions with our staff. All of our materials and workshops are translated in as many languages that are available to us and we use staff and resources to communicate effectively with our population. We assess the effectiveness of our workshops and plan accordingly for future events.

D. Additional Information

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

Of the students that are not designated ELL's in our data set, 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 students passed the NYSISTELL 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: _

School DBN: 02m394

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M394**

School Name: **Emma Lazarus HS for ELL Scholars**
Superintendent: **LaShawn Robinso**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At Emma Lazarus High School, English Language Learners speak over 13 different native languages not including various dialects. 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 Identification Survey (HLIS). 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 into 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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 3; Bengali 1; Cantonese 59; Chinese other 2; French 23; Haitian Creole 6; Mandarin 68; Polish 2; Russian 18; Spanish 39; Thai 2; Urdu 1, and Uzbek 1. Since all students attending ELHS are second language students, unsurprisingly, the findings indicate the need for support for both parents in multiple languages. Since we have a staff that is reflective of our student body, we are able to support our parents internally with translation and interpretation. A specific staff member has been identified to serve as the translator for written documents for each language. This individual translates all documents and letters sent to

parents and students. Information is shared with the school community in a variety of methods including: ATS reports; emergency card information; and professional development that is focused on student and parent outreach.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that we typically disseminate each year are: entitlement letters; NYSISTELL and NYSESLAT results letter; Parent Bill of Rights; Monthly Parent Newsletter that also includes PTA information; Report Cards; Open School Night letters (September, October, March and May); Opt out letters for condoms, Military, surveys; permission slips for trips; (NEEDS TO HAVE ADDITIONAL LETTERS and COMMUNICATIONS THAT I'M UNAWARE OF ADDED!!!)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We adhere to the 4 parent-teacher conference as per the DOE calendar (September, October, March and May); our staff call and email parents every Friday and we request parent meetings on as needed basis. Our Learning to Work (LTW) NYC Mission Society team also makes regular phone calls regarding attendance and special events. The LTW and advisors call parents before all special events to remind them, such as the parent conferences..

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 are 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 six years, most of the documents used regularly have either been translated internally or downloaded from DOE translation services. (i.e. - 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. 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.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

When oral interpretation is required, the designated staff member for the identified language is included in the meeting to facilitate. Individuals from the staff (a teacher, a guidance counselor, a LTW staff member, or a school aide) are present at all parent meetings 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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Each September, during our staff professional development and orientation, we refamiliarize our staff with the guidelines and distribute the services information. Because our staff is also multi-lingual, we only use the translation service when a low incident language is needed.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

ELHS has internal oral and written translation in place to support the school and DOE initiative 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school's guidance counselor, parent coordinator and LTW staff formally and informally survey families to gather information. During this process, we gather feedback from parents regarding the quality and availability of our translation services, and the timeliness and means of dissemination of information. Parents regularly provide us with ways to better improve our communication.