



JAMES MADISON HIGH SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 22K425
ADDRESS: 3787 BEDFORD AVENUE BROOKLYN, NY 11229
TELEPHONE: 718-758-7200
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 22K425 **SCHOOL NAME:** James Madison High School

DISTRICT: 22 **SSO NAME/NETWORK #:** Empowerment

SCHOOL ADDRESS: 3787 Bedford Avenue Brooklyn, NY 11229

SCHOOL TELEPHONE: 718-758-7200 **FAX:** 718-758-7341

SCHOOL CONTACT PERSON: Jodie Cohen **EMAIL ADDRESS:** JCohen9@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Mary Juliano

PRINCIPAL Joseph A. Gogliormella

UFT CHAPTER LEADER Maria Bucca

**PARENTS' ASSOCIATION
PRESIDENT** Debra Eng / Felicia Thornton-Manuel

STUDENT REPRESENTATIVE
(Required for high schools) Adam Rakhamim

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Marianne Ferrara

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Joseph Gogliormella	*Principal or Designee	
Maria Bucca	*UFT Chapter Chairperson or Designee	
Felicia Thornton-Manuel	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Adam Rakhamim	Student Representative, if applicable	
David Babb	Student Representative, if applicable	
Mary Juliano	Chairperson	
Julia Diorio	Teacher	
Rita Chess	Guidance Counselor	
Rosalie Albala	Secretary	
Robert Marecheau	Parent	
Elizabeth Currey	Parent	
Maureen Furnari	Parent	
Rebecca Moore	Parent	
Margarette Paul	Parent	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

James Madison High School is a learning community that embodies Madison's philosophy that, "*Education is the true foundation of civil liberty.*" Through an instructional program that promotes high achievement and provides equal access through motivation, academic rigor, appreciation of the strength of diversity, inquiry, scholarship, a celebration of originality and the development of nobility of character, we will nurture and support a community of life long learners. The Principles of Madison: Motivation, Academics, Diversity, Inquiry, Scholarship, Originality and Nobility.

The mission of James Madison High School is to instill the "*Principles of Madison*" by using a variety of data to address the individual needs and interests of students, and to provide a course of study that holds them to high standards and that is inherently enriching and supportive. Access to the instructional program will be achieved through an emphasis on big ideas and differentiation.

James Madison High School is a highly successful zoned urban school that is above 100% utilization. In spite of the crowded conditions, we maintain high academic standards and offer our students an array of elective classes, extra-curricular activities, enrichment programs and academic intervention services. Organized on the "House Model" to which teachers, guidance counselors, house coordinators and assistant principals are assigned, our students have a safety net upon which they can rely. Students can apply to Madison High School via one of the two screened programs—Law Institute or Information Technology—that evolve into one of the house programs within the school. The Houses at Madison include:

- * Law Institute
- * Bio-Medical Institute
- * Math Academy
- * Humanities House
- * Information Technology (IT)
- * International House
- * Instructional Support Services
- * MACCS
- * Academy of Finance

All of the Houses have students in grades nine through twelve, with the exception of the Academy of Finance which has students in the eleventh and twelfth grades. Classes do not exceed the contractual maximum number of students. The classes in which fewer than thirty-four students enrolled are special interest courses that include research or advanced classes in Art, Music, Science, Technology, Mathematics, Social Studies, English and Second Languages.

Our large enrollment and modest physical plant necessitate a ten period day. Our regular day begins at 7:20 a.m. and ends at 3:46 p.m.; however, our classroom lights are on and the field is in use for activities that begin when the official day ends. We opened in September with 3,428 students, each

receiving the mandated number of hours of instruction. Our lively after-school programs utilize the music room, the large auditorium, the pool, tennis and handball courts and our beautiful field. Madison is a clean, well-maintained school. We have state-of-the-art computer laboratories, a wonderful photography lab, a courtroom, fully equipped science laboratories and arts and crafts rooms.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	James Madison HS				
District:	22	DBN #:	22K425	School BEDS Code #:	332200011425

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungrad. Ele.	<input checked="" type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		86.1	90.0	90.1		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		97.2	97.9	96.3		
Grade 4	0	0	0						
Grade 5	0	0	0						
Grade 6	0	0	0	Eligible for Free Lunch: (% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		28.7	30.4	30.1		
Grade 8	0	0	0						
Grade 9	1417	1536	1022						
Grade 10	1283	1256	1260	Students in Temporary Housing: (Total Number as of June 30)	2006	2007	2008		
Grade 11	726	755	675		4	8	5		
Grade 12	795	812	870						
Ungraded Elementary									
Ungraded Secondary	2	3	1	Recent Immigrants: (Total Number as of October 31)	2006	2007	2008		
Total	4223	4362	3828		78	100	82		
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	111	125	128	Principal Suspensions	128	257	96		
No. in Collaborative Team Teaching (CTT) Classes	81	107	109	Superintendent Suspensions	51	74	50		
Number all others	82	114	133						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	30	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	307	304	267	Number of Staff:			
# ELLs with IEPs	19	14	9	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	203	193	173
				Number of Administrators and Other Professionals	30	37	35
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	29	25	29
	107	159	152				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	99.0
American Indian or Alaska Native	0.2	0.2	0.1	Percent more than two years teaching in this school	73.0	86.5	89.1
Black or African American	22.6	26.4	26.8	Percent more than five years teaching anywhere	61.7	69.9	70.3
Hispanic or Latino	12.5	13.8	14.7				
Asian or Native Hawaiian/Other Pacific Isl.	15.5	15.8	16.2	Percent Masters Degree or higher	89.0	91.0	90.0
White	49.2	43.8	42.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.9	93.3	93.8
Multi-racial							
Male	54.6	54.3	54.1				
Female	45.4	45.7	45.9				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input checked="" type="checkbox"/>	School Requiring Academic Progress (SRAP) – Year <u>3</u>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	SRAP2
	Math:			Math:	SRAP3
	Science:			Grad. Rate:	IGS

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	-	-		√	√	√
Ethnicity						
American Indian or Alaska Native				-	-	
Black or African American				√	√	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander				√	√	
White	-	-		√	√	
Multiracial						
Other Groups						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				√	√	
Student groups making AYP in each subject				6	6	1

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	54.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	B	Quality Statement 4: Align Capacity Building to Goals	◇
Additional Credit	5.0	Quality Statement 5: Monitor and Revise	W

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

During the past several years, we have made consistent, collaborative efforts to manage data to inform teaching, learning and assessment. Our ultimate goal is to successfully manage data so that teachers, guidance counselors and administrators can understand each student in terms of his/her social/academic standing. It is hoped that all of our concerted efforts be focused on leading our students to achieve high standards. We constantly draw on our collective strengths to continue to infuse our curricula with academic rigor, to promote student engagement and to design and implement assessments that are fair and credible and aligned with state assessments. Our Quality Reviews over the past years acknowledge that, in accordance with our mission and vision, we have high academic standards, embrace diversity and celebrate student achievement.

Based on the findings of the Progress Report, Quality Review, School Report Card and in-house assessment tools, we have outlined what we consider to be our major accomplishments and the obstacles that we have to overcome in order to effect meaningful improvement. In the past three years, the ELL population in NCLB has not met the performance benchmarks in English. We are now setting up programs to address this deficiency and strengthen the student performance. Due to these efforts, we are now a school in good standing. In our last Quality Review, it was recommended that we have short-term goals established for the ELL students. Through Title III, we are training teachers and implementing this in the classroom. Based on the Quality Review, we needed to increase the communication with the school community – we have established a protocol where we use the school electronic phone messenger. In addition, we have documents translated into all languages to reach out to the diverse population of parents. The lowest third of our population is not consistently on target for achieving grade appropriate credits. Our Inquiry Proliferation Team has been identifying different layers of support for this population and we are achieving success.

We have made tremendous strides in the area of data management to monitor student progress, and to successfully implement differentiation to accommodate the learning styles and learning rates of individual students. In order to have a greater impact on teaching and learning, we must tap every faculty member so that we can connect what we learn to the classroom.

To ensure that this trend continues so that we can hone in on what students are lacking, we need to do the following:

- continue to train staff in the use of accountability tools so that they can analyze data and plan differentiated lessons more successfully

- train teachers in ARIS so that they can review results of assessments and tailor instruction accordingly
- continually update flash drives so that teachers in each department are provided with appropriate student data
- study and refine periodic assessments, portfolio assessments, teacher-made assessments and student work samples so that individual student progress can be tracked in each subject area
- ultimately achieve a system where each student is setting goals for himself/herself; students will be able to articulate their shortcomings vis-à-vis established sets of skills through an investigation of granular data
- have teachers use short-term goals in their classes and also use ARIS to differentiate planning and instruction, as well as accelerate student learning

Our strong Inquiry Team has spearheaded the initiative of promoting inquiry as an educational practice. The proliferation model is continuing with this initiative, with a current goal-setting focus.

To ensure that this trend continues, we need to do the following:

- implement more specificity with regard to short-term curricular goals for all students
- align goals with assessments
- ensure that goals are measurable over time throughout the year and establish benchmarks
- align goals of all levels of Madison organization--CEP , Inquiry Team, Proliferation sub-groups

We have embraced a philosophy of “One Madison.”

To ensure that our daily school life embodies this philosophy, we need to do the following:

- identify and implement a common thread to run across the curricula
- identify what works and share it on all levels of organization

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. By June 2009, we will increase the number of teachers participating in the inquiry process by 20%.

2. By August 2009, we will increase the passing rate of students in the lowest third on the American History Regents examination by 5%.

3. To increase the passing rate for ELL students and students in the lowest third in both Math and English. By doing so, we increase the number of second year students receiving 10 or more credits by August 2009.

4. By June 2009, all students will have an understanding of the Principles of Madison, whereby promoting a community where there is no place for hate using the theme of "One Madison."

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): All subject areas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, we will increase the number of teachers participating in the inquiry process by 20%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - In-house professional development - Creation of proliferation sub-groups (including NCLB sub-groups) - Use of inquiry team model to inform general population - Further interpret available assessment criteria - Cabinet meetings, department meetings and inquiry meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Through the use of C4E funding, we will be able to expand the model of increased time-on-task for students who are not meeting standards. - Through Tax Levy funding, we will maintain the current Guidance Counselor caseload so as to ensure continuity of the relationship that was developed to meet the needs of individual students. - Through the continued implementation of the following programs funded through Tax Levy, we will empower students to make-up missed work and accrue credit: <ul style="list-style-type: none"> • NCLB grant for Project Success • Extended Day • Project Support
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Through professional development spearheaded by the Inquiry Teams, we provide all teachers with continually updated information regarding student deciles and numeracy and literacy levels. This constitutes our in-house supplement to the information provided through the city-wide ARIS System. Through Acuity, teachers have access to the results of diagnostic and predictive assessments.</p>

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Subject/Area (where relevant): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2009, we will increase the passing rate of students in the lowest third on the American History Regents examination by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Monitoring and creation of appropriate interventions - Creation of short-term goals with the students - Notification to parents of short-term goals - In-house professional development - Creation of inquiry proliferation model - In house interim assessment - Intensive tutoring - Use of PLATO to make-up missed activities
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - Using Tax Levy Fair Student funding to create tutoring opportunities - Using C4E funding to continue to offer extended time-on-task to the lower-level students - Using Children First Funding to support the Inquiry Team - Using Tax Levy Fair Student funding to create Intensive tutoring program before Regents Examination
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Refinement of in-house system for data collection and uniform student information - Increase in number of students participating in: Plato, Project Support and other Programs - PLATO logs - Social Studies department meeting: agendas and minutes - Inquiry proliferation model data binder - Expansion and updating of the collection of data from predictive assessment

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Subject/Area (where relevant): Every subject area

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing rate for ELL students and students in the lowest third in both Math and English. By doing so, we increase the number of second year students receiving 10 or more credits by August 2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Collaboratively formulate an assessment policy that will serve as the basis for promoting student achievement - Provide professional development through Cabinet, Inquiry Team, School Leadership, Department and PTA meetings - Periodically provide students with personal performance data from interim student assessments - Expansion of the use of Progress Reports between report cards in subject areas - Centralize opportunities for students to work independently - Provide Title III programs for English Language Learners
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - Through the use of Fair Student funding, we will provide PD for the staff - Through fundraising by the Alumni Association, we will be able to purchase site licenses for PLATO - Through the use of the on-line phone messenger system, we will be able to conduct outreach to parents - Through Children First Inquiry Team funding, the proliferation teams will meet with students to further model the use of short-term goals - Through the use of C4E funding, we will continue to hold the time-on-task classes that allow students to self-manage their own learning

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Implementation of short-term goals for all students
- Implementation of school-wide assessment philosophy
- Evidence from the observation process
- Results from student surveys
- Increased student participation in school-wide support programs and credit recovery programs
- Increased communication with parents through the development and dissemination of a parent newsletter

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Every subject area

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, all students will have an understanding of the Principles of Madison, whereby promoting a community where there is no place for hate using the theme of “One Madison.”</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Address the needs of the NCLB targeted areas through Title III and increased professional development on the use of the Individualized Education Plan - Implement a buddy system with student government - Foster collaboration among school staff on individual student needs - Implement yearly contest for presentations displaying the Principles of Madison
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - Through the expected NCLB funds, we will offer after-school tutoring for students - Through SAF funding from FSF, we will have contests for the classes and students who best display the Principles of Madison - The Consultative Council will work with the students new to Madison to foster a big-brother/sister program
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Bulletin boards throughout the school demonstrating the theme of One Madison - Fewer student incidents - Expanded use of school communication system for parental outreach

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	212	243	245	53	48	50	183	
10	93	496	194	330	21	50	92	
11	210	172	196	282	17	50	67	
12	40	13	92	15	9	50	59	

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	We offer tutoring during lunch periods and after school. In addition, we hold parent workshops in the evening to acclimate the parents to the extensive opportunities available to their children.
Mathematics:	We offer double periods to those students who are levels one or low two - throughout the day, including early morning, lunchtime and after school tutoring is available.
Science:	All students are given labels to affix on their identification cards so that the school can clearly identify what period the child has lab. We also assign teachers as their Circular 6 assignments to lab intervention. The students are also offered: after school and lunch time tutoring.
Social Studies:	The students in the ELL American History classes are given three terms to prepare for the Regents. In addition, both after school and lunch time tutoring are provided.
At-risk Services Provided by the Guidance Counselor:	Individual and group counseling as well as crisis intervention.
At-risk Services Provided by the School Psychologist:	Service students through consultation with Chancellor's Regulations, Regional Administration, School Principal, Assistant Principals, Teachers, Guidance Counselors, Related Service Providers, and Parents; Interface and coordinate services with outside agencies, including Hospitals, ACS, Courts, Advocacy Groups, various Mental Health Organizations, and Private Health Practitioners; Collaborative with ERSS Social Worker in conducting immediate crisis assessments of children deemed at-risk for suicidal/homicidal and other at-risk behaviors.
At-risk Services Provided by the Social Worker:	Provides individual as well as group counseling to those general education students identified as being at-risk. Also provides crisis intervention for those students who may demonstrate behaviors that are harmful to self or others. In consultation with the school psychologist, an immediate clinical assessment is made to determine whether a student may require emergency psychiatric intervention. Consultation to instructional and support staff is provided, regarding strategies to address at-risk or inappropriate behaviors that may hinder the student from functioning to the best of his/her academic potential. Classroom observations, as well as pre-referral intervention services are conducted for those students who may be at-risk for possible referral to special education.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

LANGUAGE ALLOCATION POLICY

James Madison High School provides an instructional program that promotes high achievement and provides equal access through motivation, academic rigor, appreciation of the strength of diversity, inquiry, scholarship, a celebration of originality and the development of nobility of character. We nurture and support a community of life-long learners. The mission of James Madison High School is to instill the “Principles of Madison” by using a variety of data to address the individual needs and interests of students, and to provide a course of study that holds them to high standards and that is inherently enriching and supportive. Access to the instructional program will be achieved through an emphasis on big ideas and differentiation. Currently at Madison High School we serve 267 English Language Learners from 33 countries speaking 26 languages. Our major languages are Chinese, Russian, Spanish, and Urdu. Our English Language Learners speak the following languages: Albanian, Arabic, Armenian, Azerbaijani, Bengali, Cantonese, other Chinese dialects, French-Haitian-Creole, Fulani, Georgian, Gujarati, Haitian-Creole, Hebrew, Hindi, Khmer (AKA Camboge), Korean, Mandarin, Polish, Punjabi (AKA Panjabi), Russian, Spanish, Turkish, Twi, Ukrainian, Urdu, Vietnamese-Chinese, and Yoruba. There are 73 ELLs on the 9th-grade level; 58 ELLs on the 10th-grade level; 70 ELLs on the 11th-grade level, and 66 ELLs on the 12th-grade level. English Language Learners constitute 7.69% of the total school population of 3472. In accordance with the school mission, our primary instructional goal is to infuse academic rigor into the free-standing ESL program so that our English Language Learners can achieve high standards. In accordance with *No Child Left Behind* Legislation, James Madison High School is held accountable for the adequate yearly progress of its English Language Learners. To this end the primary instructional goals of the ESL/Foreign Language Department are to improve English as a Second Language and Native Language Arts instruction. In order to increase the passing percentages of ELLs on the NYSESLAT and the Comprehensive ELA Regents, teachers have implemented differentiated instructional methodologies in their classroom instruction in order to accommodate the learning styles and learning rates of our English Language Learners.

Our Language Allocation Policy team is committed to the implementation of a policy that ensures the access of all English Language Learners to rigorous instructional programs that adhere to federal, state, and city mandates. Through ongoing school wide collaboration, we shall implement a policy which promotes the continuity of language development of all English Language Learners, both in the mainstream and in special education. Our Language Allocation Policy team is composed of the following:

Mr. Joseph A. Gogliormella	Principal
Ms. Wan Siu Mok	LAB-R/ NYSESLAT Coordinator/ESL Teacher
Dr. Maria Di Lorenzo	Assistant Principal, ESL/Foreign Language Department
Ms. Laraine Izzo	Parent Coordinator
Ms. Wendy Krasnoff	ESL Teacher
Ms. Natasha Chernikova	Bilingual Guidance Counselor

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Ms. Rita Chess	Bilingual Guidance Counselor
Ms. Jodie Cohen	Assistant Principal, Organization
Mr. Michael Edelman	Assistant Principal, English Department
Mr. Douglas Friend	Assistant Principal, Science
Ms. Anne Gambino	Assistant Principal, Social Studies
Mr. Jason Marino	Assistant Principal, Pupil Personnel Services
Ms. RoseAnn Salatino	Literacy Coordinator
Mr. John Wolfe	Assistant Principal, Mathematics

In the free-standing ESL Program, students' placement at each level of instruction is determined by the *NYSESLAT (LAB-R)* for incoming students new to the NYCDOE). In accordance with CR Part 154, beginning-level students are enrolled in three periods daily of ESL instruction, one ESL class, one ESL Workshop class with a focus on listening and speaking, and one ESL Workshop class with an emphasis on reading and writing. This constitutes 675 minutes per week, well above the CR Part 154 mandate of 540 minutes per week. Intermediate-level English Language Learners are enrolled in two periods daily of ESL instruction, one ESL class and one Workshop class. This constitutes 450 minutes per week, well above the CR Part 154 mandate of 360 minutes per week. Again, ESL instruction is focused on the development of all four language proficiencies. Advanced-level English Language Learners are enrolled in one period daily of ESL instruction and one period daily of ELA instruction on their grade level. Students programmed for the ELA Regents Examination take one ELA literature-based Regents Preparation class and an accompanying skills-intensive ELA Regents prep workshop class. Cohort 2009 and 2010 students who are not on grade level are enrolled in an ELA Regents prep workshop class. This constitutes 450 combined minutes, well over the 360-minute mandate. Instruction is focused on the development of the four language modalities. In an effort to increase the capacity of our English Language Learners to achieve success on the SAT, we continue to offer an SAT elective course for Cohort 2010 English Language Learners. This constitutes an additional 225 minutes of English language instruction weekly. The instructional materials for this course are listed below. Currently, we do not have sufficient numbers to constitute Bilingual Programs; however, when they are offered, Bilingual classes are taught according to the Transitional Model of Bilingual Education. In content-area Bilingual classes, more of the native language is used at the inception of instruction. As students become more proficient in English, a transition is made to the use of more and more English as the language of instruction. These courses are infused with academic rigor to maximize the potential of Bilingual students to develop higher-order thinking skills in English and their native language.

English Language Learners take content-area ESL classes in Living Environment, Chemistry, and Earth Science (with 225 minutes of classroom instruction weekly, with the implementation of differentiated instructional methodologies, plus a 45-minute laboratory). We continue to implement three ESL Laboratory Manuals in Chemistry, Earth Science and Living Environment. These were developed through Title III funding. The purpose of these manuals is to facilitate understanding of the standard procedures, practices, and safety aspects of each laboratory; to facilitate the understanding of the concepts of the particular science of each lab; and to familiarize students with the vocabulary associated with labs. English Language Learners also take ESL Global History and Geography and ESL U.S. History and Government (225 minutes of classroom instruction weekly, with the implementation of differentiated instructional methodologies).

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English Language Learners identified as “Special Education” on their IEP are programmed for ESL instruction as per their IEP. Currently 19 English Language Learners are designated as “Special Education.” There are 13 on the 9th grade level, 3 on the 10th grade level, 1 on the 11th grade level and 2 on the 12th grade level. They are provided with small-group differentiated instruction, related services as indicated on their IEP, extra support through Title III programs, and individualized counseling. English Language Learners are offered the following supports: instructional support in the four modalities, both within the school day and in the Title III programs, as well as small-group differentiated instruction in the ESL program and Title III programs in the content areas. They would be offered counseling based upon individual needs from their assigned guidance counselor. They are referred to outside agencies when in need of further interventions—individual or family. Parents of students with interrupted formal education are provided with lists of local community agencies. Conferences among concerned staff are conducted to review student records and make recommendations for instruction. For our 24 SIFE English Language Learners, we offer targeted instruction in the four language modalities, counseling based upon individual needs, Title III after-school instruction, lunch-time tutoring and intensive tutoring in all subject areas. In addition, we offer meetings informing parents of graduation requirements and program requirements. Parents of long-term English Language Learners are provided with lists of community agencies. Conferences among concerned staff are conducted to review student records and make recommendations for instruction. With regard to transitional support for students reaching proficiency on the NYSESLAT, we offer peer tutoring and Project Support, an after-school tutoring program every afternoon after school hours. In the content areas, students use ancillary materials, graphic organizers, glossaries, and thesauruses. Additionally, as per a recent NYSED Board of Regents mandate, students who exit from the program are granted extended test accommodations for two additional years. The rationale for this mandate is to “provide former ELLs an opportunity to demonstrate their content knowledge by leveling the playing field while they continue to develop their linguistic and academic skills.”

A review of the May 2008 NYSESLAT results indicates that 53 English Language Learners exited the program—24 on the 9th grade level, 15 on the 10th grade level, 9 on the 11th grade level and 5 on the 12th grade level. The chart below represents the current breakdown of level for each grade:

Level	9	10	11	12
Beginner	17	5	8	4
Intermediate	36	32	35	29
Advanced	20	21	27	33

Language Allocation Policy

On all levels of ESL instruction, it is necessary to enhance English Language Learners' reading and writing proficiency. In addition to reading and writing, ELLs need an academic command of language—academic competence—so that they are able to discuss, reason and think about complex problems and findings.

The **LAB-R**, the revised **LAB** was administered to 42 incoming English Language Learners new to the New York City Public School System. Based on those test results 14 students were determined eligible to enter an all-English program; those who did not test out were placed on the following levels:

Level	9	10	11
Beginner	4	3	2
Intermediate	4	9	6
Advanced	0	0	0

There continues to be a large discrepancy between the results of **NYSESLAT** testing and **LAB-R** testing. The majority of the students who test out of the latter have difficulty in the mainstream classes and are in need of extra support. This is also true of those who test on the advanced level of **LAB-R**. We consistently provide instructional support to these students. This situation, however, continues to be problematic, and the new mandate to continue to provide testing accommodations for two years seems to be one positive step toward supporting these students. We reviewed current data in light of the fact that the Language Allocation Policy provides a framework for programmatic and curricular decisions for English Language Learners on their way to acquiring academic English proficiency. We provide additional support to English Language Learners to improve their English and native language learning skills while simultaneously empowering them to access the necessary content skills required for the New York State assessments. Title III funding supplies students with **NYSESLAT** preparation books, Regents review books, materials, and resources. Students are also supplied with bilingual glossaries, dictionaries, English dictionaries, and thesauruses. We have purchased review books and resources (listed below). Statistics bear out that intensive collaborative efforts in terms of parental outreach (regarding attendance, information about testing requirements and dates, flagging students at scanning, offering comprehensive tutoring programs, etc.) have resulted in increased participation rate of students and increased passing percentages.

We continue to program English Language Learners in three terms of U.S. History and Government. (The increase in passing percentages on the U.S. History and Government Regents Examination validates the continued implementation of this three-term course.) Teachers of ESL Global History and Geography start with freshman Global students and then loop up. This establishes a strong relationship between teachers and students for two years. Over time, students' strengths and weaknesses are addressed. Teachers also establish an open communication with the parents and the guidance counselors and ESL Coordinator concerning attendance, behavior, and needed assistance.

Language Allocation Policy

After reviewing all relevant testing data, we anticipate the continued need for the implementation of the following instructional initiatives to ensure that ELLs have access to rigorous content and achieve success on state assessments:

1. Differentiated instruction with tiered assignments to enhance the development of the four language modalities of listening, speaking, reading, and writing, with special emphasis on reading and writing, taking into account NYSESLAT results.
2. *Principles of Learning*, with special emphasis on *Clear Expectations, Fair and Credible Assessments, Student Self-Management of Learning, Accountable Talk*, and the infusion of *Academic Rigor* into all NLA, ESL, and ESL content-area classes.
3. Scaffolded instruction, with special emphasis on the following: *modeling, bridging, contextualization, schema building, metacognitive development, and text representation*.
4. Balanced literacy and numeracy methodologies.
5. Development of cognitive/academic vocabulary in contextual situations.
6. Development of thematic units of study organized around Big Ideas and Essential Questions.

After determining instructional needs based on testing data, we anticipate the continued need to foster collaboration among staff and supervisors and to train interdisciplinary professional development teams to drive best practices into the classrooms of English Language Learners by addressing the following:

1. Implementation of differentiated instructional methodologies.
2. Design of units and organization of instruction around Big Ideas and Essential Questions in each discipline.
3. Development of questioning techniques to engage students in the learning process; to promote Accountable Talk and the implementation of structured group work methodologies, and to facilitate the development of higher-order thinking skills.
4. Use of data to drive instruction.
5. Alignment of curricula with assessments.
6. Use and design of rubrics.

Our plan for the academic language development for English Language Learners coincides with the current school wide initiative of the development of strategies for the development of cognitive/academic vocabulary in context. Our Language Allocation Policy is clearly aligned with this school wide initiative. The focus of staff development this year has been on training staff to lead students to increase their cognitive/academic vocabulary base through acquiring and learning vocabulary in context. From the first faculty conference, both the Principal and the Assistant Principal, ESL/Foreign Language Department have led staff development sessions focused on this topic.

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Professional development efforts have also been focused on the development of training packets for English Language Learners to familiarize them with the terminology of the ELA Regents Tasks so that they can be better equipped to tackle the four tasks. Another related initiative has been the implementation of laboratory manuals for English Language Learners in Living Environment, Chemistry, and Earth Science. As indicated earlier, the purpose of these manuals is to familiarize English Language Learners with the terminology and methodologies specific to each subject area to meet state requirements. The main focus of Title III Professional Development efforts over the past several years has been the creation and implementation of a short story curriculum for English Language Learners who are mandated to take the ELA Regents, but who are at the intermediate level of study, a poetry curriculum and a differentiated instruction with tiered assignments curriculum. These curricula are implemented in the Title III lunch-time and intensive tutoring sessions.

We continue to offer outreach to parents of our English Language Learners through multilingual letters, flyers, announcements, and Title III letters in the four major languages: Chinese, Russian, Spanish, and Urdu. In accordance with CR Part 154 and Title III, parent orientation sessions are conducted in English and in the languages of our major populations so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and diploma requirements for Bilingual Education and English as a Second Language Programs. We encourage parents of English Language Learners to participate in school events, especially PTA conferences and Parent Orientations. We will continue to host multicultural events to celebrate and validate the cultures represented by our English Language Learners. Our Parent Survey and Program Selection forms reflect the intention of the parents of English Language Learners to have their children placed in ESL over Bilingual programs. We review them periodically to continue to determine parent choice.

Instructional Materials

In all of the English as a Second Language classes, teachers continue to lead English Language Learners to acquire competency in English by aligning instruction with the learning and performance standards that serve as the foundations of ELA instruction culminating in the ELA Regents Examination. We continue to use authentic, high-interest texts to strengthen English language skills in listening, reading and writing for understanding and information, note-taking, analyzing, interpreting and evaluating a wide range of texts from different literary genres, and producing extended writing pieces in a variety of formats. Students are familiarized with Regents tasks from the beginning levels of instruction. They are also trained in the function and use of rubrics for evaluation. The list includes support texts and resources in an effort to familiarize English Language Learners with the ELA Regents tasks. Additionally, Title III Professional Development focuses on the development of study packets addressing the four ELA Regents tasks. Teachers are trained in the use of these packets for intensive Regents review.

Language Allocation Policy

ESL TEXTBOOK LIST

ESL (L1)

Pocahontas

Rip Van Winkle (Illustrated Version)

Shining Star: Introductory Text and Workbook

ESL 1 Listening and Speaking Workshop (LS1)

Side by Side-- 1st half

ESL Beginner Curriculum: A New Approach

Word by Word (supplemental book)

Listening Materials from Shining Star

ESL 1 Reading & Writing (LS1S)

Write From the Start -- 1st half

ESL Beginner Curriculum: A New Approach

Composition Practice: Book 1 3rd ed.

Grammar in Action Book I

ESL 2 (L2)

Shining Star: Introductory Text and Workbook (continue from L1)

Tom Sawyer

Jane Eyre

Elephant Man

Around the World

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ESL 2 Listening and Speaking Workshop (LS2)

Side by Side-- 2nd half

ESL Beginner Curriculum: A New Approach

English Is Fun

Chapters 1, 2, 4, 7, 17, 19

Listening Materials from Shining Star

ESL 2 Reading and Writing Workshop (LS2S)

Write From the Start - 2nd half

ESL Beginner Curriculum: A New Approach

English is Fun

Chapters 3, 5, 6, 10, 11-15, 16, 18, 20

ESL 3 (L3)

Great American Stories I

Diary of Ann Frank

David Copperfield

Little Women

Dracula

Pride and Prejudice

Dr. Jekyll and Mr. Hyde

Frankenstein

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ESL 3 Workshop (LS3)

Side by Side - Book 3
Read All About It
Voices in Literature
Grammar in Action II

ESL 4 (L4)

Great American Stories II
Far from the Madding Crowd
Call of the Wild
David Copperfield
The Story of My Life
Picture of Dorian Grey
White Fang
Tales of Mystery and Imagination
Great Expectations

ESL 4 Workshop (LS4)

Side by Side - Book 4
React/Interact
Weaving It Together III
Composition Practice
Reason to Write (low intermediate)

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ESL 5 (L5)

Personal Themes in Literature - Units 1 & 2

Twelve Angry Men

American Short Stories

The Invisible Man

ESL 5 Workshop (LS5)

Weaving It Together IV

Arrivals

Grammar Sense 3 (photocopies)

Grammar in Use (photocopies)

Reason to Write (intermediate)

Practice Book for the Regents English Language Arts Assessment

ESL 6 (L6)

The Pearl

Personal Themes in Literature - Units 3, 4, 5

Farewell to Manzanar

Red Badge of Courage

Breadgivers

At the Door

ESL 6 Workshop (LS6)

The Red Pony

Romeo & Juliet

Lilies of the Field

Arrivals

The New Comprehensive English Examination Guide

ESL

One Flew Over the Cuckoo's Nest

My Antonia

The Glass Menagerie (Six Great Modern Plays)

More Short Stories - 1st Half

Of Mice and Men

The Great Gatsby

Buried Onions

Dominican Dream

Barron's Regents Exams

ESL 7 Workshop (LS7)

Ordinary People

The Miracle Worker

The Bluest Eye

Introducing the Short Story

"The Most Dangerous Game"

"The Lady or the Tiger"

"The Monkey's Paw"

"Seven Floors"

"The Necklace"

"A Habit for the Voyage"

"One Thousand Dollars"

"The Secret Life of Walter Mitty"

"Tobermory"

"Johanna"

"Bees and People"

"Zoo"

"The Birds"

Preparing for the Regents Comprehensive Examination in English

ELA Regents Materials

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E6L

All My Sons (Six Great Modern Plays)

To Kill a Mockingbird

The Old Man and the Sea

Flowers for Algernon

Barron's Regents Exams

ELA Regents Materials

ESL 8 Workshop (LS8)

A Separate Peace

A Raisin in the Sun

Preparing for the Regents Comprehensive Examination in English

ELA Regents Materials

LT1S (High Advanced Workshop I) (with E7R)

Reflections

Death of a Salesman

Inherit the Wind

The Human Comedy

Preparing for the Regents Examination in English

LT2S (High Advanced Workshop II) (with E8R)

Little Women Everbind

The Good Earth

Black Boy

Barron's Regents Exams

Preparing for the Regents Examination in English

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ESATE (SAT preparation elective class)

Vocabulary for Achievement

SAT Vocabulary Builder

SAT Writing: The Essay

SAT Reading Comprehension

The Official SAT Study Guide

The New SAT Writing Workbook

Title III

Getting Ready for the NYSESLAT

Regents Preparation Books, Resources and Materials

In-house Materials produced through Title III funding—Short Story Curriculum, Poetry Curriculum, Differentiated Instruction Curriculum, ELA

Regents Prep Packets, Content-Area Regents Prep Packets

Instructional Materials

Social Studies

ESL Global History and Geography

The ESL Global History and Geography text, Glencoe's *World History*, is adapted to the level of language of the English Language Learner and, therefore, provides access to the content of the Regents Examination. The students also use glossaries and thesauruses to assist them throughout the school year. Primary and secondary sources are adapted depending on the proficiency level with in-text definitions and glosses. Graphic organizers such as T-charts, semantic maps, cause/effect charts, Venn Diagrams, timelines, etc. help students organize information as pre-writing activities. Vocabulary lists are distributed prior to the study of each unit. Teachers also identify linguistic items and cultural vocabulary in addition to core vocabulary. Prentice Hall's *Reviewing Global History and Geography* is an ancillary source. The ESL US History and Government text, Glencoe's *American Vision*, is adapted to the level of language proficiency for English Language Learners so that they can have access to the content of the Regents Examination. The students also receive glossaries and thesauruses to assist them throughout the school year. Primary and secondary sources are adapted depending on students' proficiency level with in-text definitions and glosses. Graphic organizers are used for pre-writing

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organizational activities. Vocabulary lists are also distributed. Prentice Hall's *Reviewing U.S. History and Government* is an ancillary source. Throughout the year teachers use *Post-It* charts to create word walls of vocabulary for students to refer to on a daily basis in order to enhance their academic vocabulary bank. In the Title III intensive tutoring modules, after school tutoring and the lunch time tutoring program, students are provided with Regents preparation books and resources.

INSTRUCTIONAL MATERIALS--SCIENCE

ESL Chemistry

Modern Chemistry—Holt, Rinehart and Winston

In the ESL Physical Setting Chemistry, we use the text *Modern Chemistry*. This book is not designed for students whose primary language is other than English. The classroom instruction is adapted to allow students to make rapid progress with their English skills as well as learning chemistry. The most basic adaptation is the construction of word walls that includes both English and scientific words to enhance the students' ability to use vocabulary. This allows the students to feel confident when doing group work and in classroom activities. The use of hands-on activities in the classroom has also proven to be very effective in this ESL population of students. Students follow the scientific method to perform laboratory experiments and then write the experimental procedures and explain their work in class incorporating whole language skills to practice conversational English, grammar, reading, listening comprehension, writing, and vocabulary.

Additional Text:

UPCO Physical Setting Review – Chemistry

ESL Living Environment

In the ESL Living Environment classes, the *Essentials of Biology Program* is used. It is designed for students whose primary language is not English. This program builds biological literacy among students from varied cultural and linguistic backgrounds. This program provides English Language Learners with access to the rigorous content of this life science. *Essentials of Biology* uses concrete language enriched with other media and hands-on activities to make biology accessible to these students. ESL students are provided with reading tips and strategies. Grammatical and

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lexical information are clarified. Students are encouraged to make content links. Building vocabulary in context is a primary goal of the program. The program promotes the implementation of the Workshop Model. Small group activities are featured. The program also includes portfolio assessment. The activities in *Essentials of Biology* provide students with opportunities to develop and practice a broad range of process skills. In the ESL Living Environment classes, students use a variety of graphic organizers as pre-writing organizational tools.

Additional Texts:

Dynamics of Life--Glencoe

Reviewing Living Environment—Prentice Hall

Amsco Review of Biology

ESL Earth Science

Amsco Earth Science Review

In the ESL Earth Science classes, we do not have an adapted text, however, many other methods are used to assist English Language Learners in accessing content. One of the methods that we use is to focus on the many core vocabulary terms that appear on the Regents Examination and in everyday life. Terms such as increasing and decreasing are some examples of words that can cause confusion with question comprehension for English Language Learners. The various terms are given to the students during each new unit in Earth Science in the form of a comprehensive list. The lists contain any and all words that the students might see in that particular unit. These lists allow the students enough space to incorporate simpler terms to help define/understand the unknown terms and even space to draw any relevant pictures/visuals to better understand the term. Each student is encouraged to use the vocabulary sheets to aid them in their studying. In addition, all of the terms on the vocabulary sheets are defined/described in the classroom so they are not left without any guidance. In class, when terms are defined/described, we focus on the roots, prefixes and suffixes of the words to promote understanding. Finally, in the class, many demonstrations, pictures, visuals, scenarios, and body language are used in order to help the students better understand terms that have really no other better synonyms. An example of a word like this is steep or gradual slope. A visual of a hill/mountain is a much easier way to explain steep/gradual than the other methods that have been mentioned above.

Language Allocation Policy

Native Chinese Language Arts

There are two programs for the Chinese students: the Chinese Language Literacy program and the Chinese Literature program. The language program (FC5 and FC6) is for native speakers of Chinese who do not have reading and writing skills. The Chinese Literature program is designed to familiarize students with masterpieces of Chinese literature from various genres.

The following materials are provided:

Chinese Language for Hong Kong High School—Hong Kong Educational Publishing Co.

Secondary Chinese Language Arts—Published by Evaluation, Dissemination and Assessment Center, Massachusetts

Native Russian Language Arts

There are two programs for the Russian students: the Russian Language Literacy program and the Russian Literature program. The language program (FR5 and FR6) is for native speakers of Russian who do not have reading and writing skills. They start with the sounds, letters, spelling and the alphabet. As soon as they master these initial skills, they start reading and writing.

The following materials are provided:

Russian Folk Tales

Fables for the children by Lev Tolstoy

Russian songs

Poetry by Chukovsky, Marshak, Krylov

“A Prisoner in the Caucasus” - Lev Tolstoy story adapted

Texts from various Russian Readers

The Literature program is very extensive and is divided into several courses. Russian literature classes are designed to acquaint Russian NLA students with masterpieces of Russian literature. Students are trained to read and comprehend literary texts in a variety of genres; compare and contrast literary texts; support judgments with evidence from the text; understand the points of view of writers and characters; identify literary elements and analyze their effect on the text and appreciate different literary elements and poetic styles. FRA, FRAB, FRB and FRBB cover Russian classical literature and include the following authors:

Language Allocation Policy

Karamzin	“Poor Liza”	short story
Lomonosov		18 century poetry
Pushkin	“Station Master”	short story (and a video)
Pushkin	<i>Captain’s Daughter</i>	novel (and video)
Pushkin	“Bronze Horseman”	narrative poem
Pushkin	“Queen of Spades”	short story
Gogol	“The Overcoat”	short story
Gogol	<i>Inspector General</i>	play (and video)
Lermontov	<i>The Demon</i>	narrative poem
Dostoyevsky	<i>Crime and Punishment</i>	novel
Tolstoy	<i>War and Peace</i>	excerpts from the novel
Tolstoy	“God Knows the Truth”	short story
Ivan Bunin	“The Raven”	short story
Chekhov		humorous short stories
Chekhov	“Ionych”, “The Bride”	dramatic stories
Turgenev	“Asya”	love story
Pushkin	“Yevgeniy Onegin”	narrative poem

We will continue to review and update our Language Allocation policy on a yearly basis to ensure that our English Language Learners are afforded every opportunity to develop communicative and academic proficiency in English so that they will continue to have access to the challenging content of the core academic subjects. We will continue our commitment to providing English Language Learners with quality, standards-based instruction. We will continue to infuse literacy and numeracy strategies across the curriculum.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2008-09: 267
(No more than 2 pages)

I. INSTRUCTIONAL PROGRAM

In the James Madison High School free-standing English as a Second Language Program, beginning level English Language Learners have 1 ESL class and 2 ESL workshops that focus on the linguistic skills of listening, speaking, reading and writing. Intermediate level students take 1 ESL class and 1 workshop. English Language Learners on the 9th and 10th grade levels who have scored at the advanced level of the NYSESLAT take 1 ELA course on their grade level and 1 ESL workshop. Those 11th graders who have scored at the advanced level take a literature-based ELA Regents Preparation course with ESL methodologies and one ESL workshop. English Language Learners also take content-area ESL classes in Science and Social Studies. Those with handicapping conditions are identified as “Special Education” on their Individual Education Plans (IEPs) and are programmed for ESL instruction as per their IEP.

Currently we offer 2 NLA Russian Literature classes, 1NLA Chinese Literature class, 2 ESL-Global Studies (1) classes, 3 ESL-Global Studies (3) classes, 3 ESL-U.S. History and Government (1) classes, 3 ESL-U.S. History and Government (3) classes, 4 ESL-Living Environment Classes, 2 ESL-Chemistry classes and 3 ESL-Earth Science classes.

In the ESL program, English is the language of instruction. Currently we offer 1 beginner level ESL class, with 2 accompanying skills-intensive workshop classes, 2 low-intermediate ESL classes, with 2 accompanying workshop classes, 2 high-intermediate ESL classes, with 2 accompanying workshop classes. The ELA courses are specifically designed to combine the study of the English language and literature with intensive preparation for the NYSESLAT and the English Language Arts Regents Examination with the extra instructional support of the ESL workshop class. In order to prepare students who are not on grade level for the ELA Regents, we currently offer 1 specialized ELA Regents preparation workshop class. On the advanced level we offer 2 ELA Regents Preparation courses and 6 advanced workshop classes. Students who failed the ELA Regents in June 2008 and January 2008 are enrolled in 2 E7R courses offered through the English Department. We offer an SAT Verbal Preparation class for English Language Learners and have purchased several preparation books for this course.

Students’ placement at each level of instruction is determined by NYSESLAT. Incoming students new to the New York City Department of Education are administered the LAB-R. Additionally, a careful intake process is conducted. At present, the ESL program serves English Language Learners from 33 countries, speaking 26 languages.

A wide variety of instructional strategies and practices is used in the freestanding ESL programs to help ELL students acquire and develop English language skills, meet the standards, pass the required State assessments and the English Language Arts Regents. There is a high degree of articulation established between the ESL/Foreign Language Department and the other Departments. At the beginning of each term, the Assistant Principal of the ESL/Foreign Language Department disseminates an Articulation Sheet identifying all personnel who directly serve our English Language Learners, and indicating their availability throughout the day. Additionally, the department has identified a liaison to the Social Studies and Science Departments so that curricular materials and resources that help students meet the higher standards can be shared and distributed. Among these are included content-area glossaries, sheets on sheltered English techniques, note taking strategies, study skills, graphic organizers, etc.

Teachers use curricula that have all been specially designed to incorporate the Seven Essential Elements of Bilingual Education and the ELA, ESL, NLA, Applied Learning, Science and Social Studies Standards. Authentic, high-interest texts are used to strengthen English language skills in such areas as listening, reading and writing for understanding and information, note taking, analyzing, interpreting and evaluating a wide range of texts from different literary genres, and producing extensive writing responses in a variety of formats. Additionally, we have purchased several ELA Regents Preparation books and have created in-house ELA Regents Preparation materials.

Other strategies include the Four Skills Approach, Balanced Literacy and Numeracy methodologies, Structured group work methodologies, interactive communicative techniques, presentations of vocabulary and language structure in contextual situations, thematic units of study and the use of authentic materials. Much focus is given to students' comprehension of rubrics to assess six levels of writing ESL courses of study. In order to ensure their academic success, additional support is provided to English Language Learners through Lunch-time and After-School Academies. Peer tutoring is also available to students in need of extra assistance.

II. PARENT/COMMUNITY INVOLVEMENT

Madison has a comprehensive parental involvement plan for parents of English Language Learners. Links are maintained with the school's PTA and the Parent Coordinator who articulates on a regular basis with the Assistant Principal, ESL, the ESL Coordinator and Guidance personnel serving English Language Learners. We also coordinate programs with local community-based organizations that serve immigrants, feeder schools and local institutions of higher learning and local private schools. Parents are given orientation sessions each term (and on an ongoing basis for over-the-counter students) in the native languages to the fullest extent possible, on topics such as school procedures, rights and responsibilities of parents and students, school grading policy, procedures for parent-teacher conferences and seminars on immigrant services to the community.

III. PROJECT JUMP START N/A

IV. STAFF DEVELOPMENT

In our effort to build strong professional development so that our teachers can deliver high quality instruction, Madison has developed an ongoing and comprehensive professional development plan for staff serving English Language Learners. Interdisciplinary teacher academies meet on a regular basis to share ESL methodologies and practices featured in the ELL Academy established by the Department of English Language Learners. Teachers have developed specialized curricula reflecting differentiated instructional methodologies. Members of the teams turnkey the methodologies in learning circles and at departmental meetings. Teachers are involved in a variety of activities that ensure the successful implementation of the instructional scaffolding techniques outlined in the Seven ELL Recommendations of the Children First Reform Initiative: modeling, bridging, contextualization, schema building, text representation and metacognitive development. Intervisitation of classes is encouraged. Other activities include: demo lessons, observations, pre and post-observation conferences, additional individual conferences, meetings with on-site coaches, and attendance at off-site learning circles where staff members become familiar with new curricula, programs and instructional strategies. Through the integration of local, state and federal funds over the past years, the department has made significant strides to ensure that teachers of English Language Learners are better able to teach to the higher standards, and that these students are better able to pass Regents Examinations.

V. SUPPORT SERVICES PROVIDED TO LEP STUDENTS

We have five Guidance Counselors who are bilingual. These counselors assist the others to monitor the students in the ELL population who are in their caseloads. They meet with the kids and their parents to discuss the child's progress academically and socially. In addition, we have a coordinator for our International House which is a smaller learning community focusing on the needs of LEP students. We also translate all documents into home languages to enable the parents to assist the students with their academics when they are home. In our Special Education population, we have over thirty students who are LEP. The Special Education students are monitored and supervised and a related service provider works with the bilingual counselor to assist them.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: James Madison High School **District** 22

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Content Area	ESL Program	Bilingual Program	ESL Program			
10*	5		1 (French License)		1	

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

*** 5 Social Studies Licenses, 1 Chemistry License, 2 Earth Science Licenses, 2 Biology Licenses**

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: **22** School Building: **K425**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:20 To: 8:06	Subject (Specify) EUE/01 (College Now Basic Writing ESL) DILorenzo M 337	Subject (Specify) EUE/01 (College Now Basic Writing ESL) DILorenzo M 337	Subject (Specify) EUE/01 (College Now Basic Writing ESL) DILorenzo M 337	Subject (Specify) EUE/01 (College Now ESL Basic Writing) DILorenzo M 337	Subject (Specify) EUE/01 (College Now ESL Basic Writing) DILorenzo M 337
2	From: 8:10 To: 8:58	Subject (Specify) LT1S/01 (Advanced ESL Workshop) CORTESE T 334	Subject (Specify) LT1S/01 (Advanced ESL Workshop) CORTESE T 334	Subject (Specify) LT1S/01 (Advanced ESL Workshop) CORTESE T 334	Subject (Specify) LT1S/01 (Advanced ESL Workshop) CORTESE T 334	Subject (Specify) LT1S/01 (Advanced ESL Workshop) CORTESE T 334
3	From: 9:02 To: 9:48	Subject (Specify) SC1PE/02 (Chemistry ESL) POTTS A 402	Subject (Specify) SC1PE/02 (Chemistry ESL) POTTS A 402	Subject (Specify) SC1PE/02 (Chemistry ESL) POTTS A 402	Subject (Specify) SC1PE/02 (Chemistry ESL) POTTS A 402	Subject (Specify) SC1PE/02 (Chemistry ESL) POTTS A 402
4	From: 9:52 To: 10:38	Subject (Specify) ESAE/01 (SAT ESL) DILorenzo M 337	Subject (Specify) ESAE/01 (SAT ESL) DILorenzo M 337	Subject (Specify) ESAE/01 (SAT ESL) DILorenzo M 337	Subject (Specify) ESAE/01 (SAT ESL) DILorenzo M 337	Subject (Specify) ESAE/01 (SAT ESL) DILorenzo M 337
5	From: 10:42 To: 11:28	Subject (Specify) E5L/01 (English 5) KRASNOFF W 334	Subject (Specify) E5L/01 (English 5) KRASNOFF W 334	Subject (Specify) E5L/01 (English 5) KRASNOFF W 334	Subject (Specify) E5L/01 (English 5) KRASNOFF W 334	Subject (Specify) E5L/01 (English 5) KRASNOFF W 334
6	From: 11:32 To: 12:18	Subject (Specify) SCLM/03 DUMONT 500	Subject (Specify) ZLBM/03 CAFE	Subject (Specify) ZLBM/03 CAFÉ	Subject (Specify) ZLBM/03 CAFÉ	Subject (Specify) ZLBM/03 CAFÉ
7	From: 12:22 To: 1:08	Subject (Specify) MB2H/03 JULIANO M 424	Subject (Specify) MB2H/03 JULIANO M 424	Subject (Specify) MB2H/03 JULIANO M 424	Subject (Specify) MB2H/03 JULIANO M 424	Subject (Specify) MB2H/03 JULIANO M 424
8	From: 1:12 To: 1:58	Subject (Specify) PTT1/04 ATHANASAKIS P GBAL	Subject (Specify) PTT1/04 ATHANASAKIS P GBAL	Subject (Specify) PTT1/04 ATHANASAKIS P GBAL	Subject (Specify) PTT1/04 ATHANASAKIS P GBAL	Subject (Specify) PTT1/04 ATHANASAKIS P GBAL
9	From: 2:02 To: 2:48	Subject (Specify) H5E/01 (US History ESL) VROULOS S 408	Subject (Specify) H5E/01 (US History ESL) VROULOS S 408	Subject (Specify) H5E/01 (US History ESL) VROULOS S 408	Subject (Specify) H5E/01 (US History ESL) VROULOS S 408	Subject (Specify) H5E/01 (US History ESL) VROULOS S 408
10	From: 2:52 To: 3:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 9 to 12 **Number of Students to be Served:** 267 **LEP** _____ **Non-LEP**

Number of Teachers _____ 20 **Other Staff (Specify)** _____ 5 Assistant Principals

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

In an attempt to offer additional support to English Language Learners (grades 9 through 12) toward meeting higher diploma requirements and promotional standards, we shall continue to offer Lunch Time, After-School intensive ESL, ELA and ESL content-area tutoring programs. Through their participation in this program, English Language Learners will continue to develop cognitive/academic vocabulary skills and higher-order thinking skills in English and their native languages. At the same time, they will be empowered to access the necessary content skills required by the New York State Regents. In accordance with our continued commitment to raising standards, we shall offer Regents Preparation courses and intensive Regents Preparation tutoring sessions in the following areas: ELA, Mathematics, Science and Social Studies. Assistant Principals and Bilingual Guidance Personnel will work collaboratively to monitor the programs, maintain records, facilitate outreach and plan professional development. In this program, teachers use ESL/Bilingual methodologies focusing on listening, speaking, reading and writing.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

At Madison, we offer a strong professional development program for staff serving English Language Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Teachers, Guidance Counselors and Assistant Principals share research-based Bilingual/ESL methodologies and practices

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in order to enhance English Language Learners’ performance in ESL, ELA and ESL content-area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT and Regents Examinations. In accordance with the New York City Department of Education’s *Children First* guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. They ensure that ELLs benefit from strong instruction in English through a rigorous core academic curriculum. Among the topics that we shall continue to discuss are: differentiated instructional methodologies with tiered assignments, sensitivity training, ELA Regents sharing of best practices (the focus this year being on differentiation), development of study packets for the ELA Regents Examination, strategies for the development of cognitive/academic vocabulary and the development of study packets for content-area Regents Examinations. To date we have designed and disseminated an ESL Poetry Curriculum, an ESL Short Story Curriculum and an ESL Differentiated Instruction Curriculum through Title III funding.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary \$48, 085**

After School Tutoring	Intensive After-School Regents Preparation	Lunch-Time Tutoring	Professional Development
Global History and Geography, U.S. History and Government, ESL/ELA and computer research assistance	AP, ESL, AP Mathematics, AP Social Studies, AP Science; ELA and ESL Content-area Teachers	1 Retired ESL teacher	ESL/LOTE, NLA and ESL content-area teachers
After-school instructional support for English Language Learners in the content areas. The students will be provided with access to the technology and research capabilities of the library	Design of Model ELA and Content-area Regents lesson plans highlighting ESL instructional scaffolding techniques and differentiated instructional methodologies	Lunch time ESL and ELA Regents Prep tutoring	Interdisciplinary Teams of Teachers serving English Language Learners to develop differentiated instructional strategies and methodologies for teaching English Language Learners and develop specialized curricula
November 2008 – June 2009 Monday – Thursday	December 2008 June 2009	November 2008 – June 2009	November 2008 – May 2009

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Periods 10, 11, 12		Tuesday/Thursday Periods 4, 5, 6, 7, 8	
300 teacher hours \$14,919	200 teacher hours \$9,946	100 teacher hours \$4,973	200 teacher hours 9,946

Supplies to support the programs: \$8,301

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At James Madison High School, we have a large population of immigrant parents. Past practice has indicated to us that we need to maximize our potential to prepare, translate and disseminate materials and information in as many of the parents' native languages as possible. There is a tremendous volume of cases that come to our guidance and administrative offices—especially the offices of the ELA Coordinator, the Assistant Principal, ESL/Foreign Languages, the Assistant Principal, Pupil Personnel Services and the Dean's Office. During the instructional day, our staff volunteers its time to assist with the needed oral translations. We need to maximize our potential to make outreach to the homes of English Language Learners before and after the school day to inform parents of upcoming assessments, meetings, conferences, etc.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The Assistant Principal, ESL/Foreign Languages, along with the ESL Coordinator, Guidance Personnel and the Parent Coordinator, has articulated our oral and written translation needs to the LAP committee. We have prioritized our oral and written translations needs as follows:

- a. Written translations of parent letters, communiqués, bulletins, etc.
- b. Written translations of documents describing the school's programs, graduation requirements, Regents requirements, AIS programs, tutoring sessions, etc.
- c. Written translations of letters disseminated from the Central Office with modifications for James Madison's programs
- d. Phone outreach to parents advising them of important events, meetings, testing dates, tutoring sessions, AIS programs, etc.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school has provided and will continue to provide the following written translations to parents of ELLs in the four major languages:

- a. Title III letters with modifications to describe Madison High School's Program
- b. Generic letters with modifications sent from outside sources

- c. Letters to parents from all departments school-wide to inform them of attendance problems, homework and class work issues, Cohort requirements for graduation, etc.
- d. Letters to parents to inform them of upcoming dates:
 - PTA Conferences
 - PTA Meetings
 - Testing Dates (NYSESLAT, Regents, NLA Exams, etc.)
 - Orientation Sessions
 - Tutoring Sessions—After-school and Lunch-Time
 - Intensive Regents Tutoring Dates
- Letters from the Guidance Office:
 - High School Graduation Requirements
 - Testing Modifications
 - AIS
 - Eligibility Requirements to receive services including free and reduced-rate lunch, etc.
- Letters from the Parent Coordinator regarding meetings, city-wide conferences, fairs and inviting parents to become involved in student activities.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school has provided and will continue to provide the following oral translation services to parents of ELLs in the four major languages:

- Oral translations during Orientation meetings and Title III Parent Meetings.
- Oral translations during conferences with teachers to enable parents to become informed of attendance, lateness and classroom issues.
- Oral translations during guidance conferences on sensitive life issues of mental and physical well-being, and to inform parents of graduation requirements, testing modifications, AIS, etc.
- Oral translations during conferences with other school personnel to keep parents informed of the day-to-day needs of children.

3. Describe how the school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in the following ways:

- Parents will be provided written notification of their rights regarding these services and will be given instructions on how to obtain such services.
- There will be signs posted at the main entrance in the covered languages indicating the offices where notification can be obtained.
- The school safety plan will be modified to reflect procedures for ensuring that parents in need of language assistance services will receive such services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year_____
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: SRAP **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
 - Although students fulfilled local diploma requirements, insufficient numbers of students were getting above a 65 on the Regents in Mathematics.
 - Those ELL students who lag behind do not have enough immersion time in English language to develop the requisite skill base.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.
 - The school has been reorganized so that the Special Education classes that provide subject specific instruction are being supervised by the subject area Assistant Principals.
 - Project Support is an AIS program that meets in the afternoon and provides one-on-one tutoring to all students.
 - Mathematics teachers are directly involved in IEP planning and implementation of services.
 - More focused instruction is given to the students to prepare them earlier for the appropriate Math Regents.
 - Students who fail are being retested before they are being given the opportunity to take the RCT.
 - We have identified chronic student absences and, through home visits by the school's attendance teacher, we can bring them in and avail them of the support services.
 - We have Title III lunch time tutoring for the ELA Regents.
 - After school tutoring through Title III.
 - The counselors program students who have not been tested, have failed or received a grade between 55 and 65 to retake the Regents.
 - Letters have been sent to the homes in multiple languages to notify them of the upcoming exams and opportunities for test preparation.

¹ School Under Registration Review (SURR)

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We are driven by a clear mission and vision based on high academic standards. In alignment with our mission and vision, we engage in a continuum of supervision that is enhanced by professional development. In addition, we have consistently undertaken a process of inquiry based on an interrogation of qualitative and quantitative data. We utilize our findings to ensure that teaching and learning take place on a continuum, that ELA and ESL curricula are standards-based and infused with academic rigor.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Classroom observation reports
- Professional development feedback and products
- Teacher lesson plans that are infused with academic rigor
- Textbooks and readings that are challenging and age-appropriate
- Focus of ESL instruction on the four skills approach—listening, speaking, reading and writing
- Student performance on NYSED assessments
- Dissemination of standards-based ELA and ESL curricula to teachers
- Examination of student work and assessments, including both traditional and non-traditional

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We are driven by a clear mission and vision based on high academic standards. In alignment with this mission and vision, we continually undertake a process of inquiry based on the interrogation of quantitative and qualitative data. We utilize our findings to ensure that teaching and learning of mathematics are on a continuum and that curricula are aligned to the standards. Furthermore, we ensure that specific tasks lead students to master both the content and the process strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

UPDATED – OCTOBER 2008

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Every mathematics teacher has the new standards in his/her possession
- Mathematics teachers have been trained through professional development
- Teachers were trained on the content and process strands and were given state and locally prepared documents that address the new standards including specific tasks that demonstrate students have mastered both the content and process strands

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We engage in a continuum of supervision of instruction

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through ongoing professional development on the delivery of differentiated instruction, we have made significant strides in moving from direct instruction to student-centered learning.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Through classroom observation and through student surveys we have already assessed that the findings are relevant to our school.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In the majority of our level I and level II classes, high levels of student engagement is encouraged through the use of group work and hands-on activities. Through professional development, teachers have been trained to implement the use of best practices in their classrooms; materials have been provided to facilitate this, including: workbooks that accompany textbooks, dedicated classrooms for mathematics instruction, increased use of calculators, Smartboards and software applications to enhance mathematics instruction.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Through the work of the School Based Inquiry team and Acuity, teachers and students are working together to create short term goals that assist the teacher in differentiating instruction in the classroom. In addition, we are using staff in-house to informally train their colleagues to greater facilitate the use of technology in the classroom. We are also using PLATO, an on-line credit recovery system, to assist the students in their mathematics courses.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. By looking at the school's EIS screen, and Galaxy printouts over the past three years, we have found that this statement is not true.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There have only been two departments in our school that have had the opportunity to hire new teachers over the past three years. The turn over has not impacted the instructional programs. The turnover has been small which has afforded the Department Assistant Principals the opportunity to provide the teachers with individual training for the classroom.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. There is meaningful, ongoing professional development for ESL teachers through department meetings, sharing of best practices, demonstration lessons, turnkey training, Inquiry Team workshops and Title III.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ESL and ESL content-area teachers have been provided with ongoing professional development through both in-house and QTEL training. Madison has consistently demonstrated a strong commitment to training ESL teachers through departmental meetings, demonstration lessons, and turnkey training of ESL methodologies and strategies. The AP ESL has conducted school wide professional development workshops on scaffolded instruction and differentiated instructional strategies and methodologies to promote student engagement. Through Title III interdisciplinary curriculum-writing teams, model lessons have been designed and disseminated to all ESL and ELA teachers. ESL teachers have attended in-house trainings on the use of data to inform instruction and to monitor the progress of English Language Learners. This year's initiative, in response to a finding of the Quality Review, is to establish short-term goals for English Language Learners at all levels of instruction.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We disseminate results of NYSESLAT and LAB-R to staff. Students are placed at beginning, intermediate and advanced levels of study of ESL based on NYSESLAT and LAB-R results. We periodically generate articulation sheets to familiarize staff on a school wide basis with students in their classes who are English Language Learners and former ELLs. We have created an in-house mechanism to tag former ELLs to ensure that they are given testing accommodations for up to two years after having exited from the ESL program. We provide teachers with access to results of diagnostic and predictive assessments. All of this is done in an effort to ensure that teachers have the appropriate tools and support in utilizing the tools to enhance teaching and learning.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All English Language Learners are placed on levels of ESL instruction from beginning to advanced, based on the results of the NYSESLAT and LAB-R. Through professional development spearheaded by the Inquiry Teams, we provide all teachers with continually updated information regarding NYSESLAT levels, student deciles and numeracy and literacy levels. This constitutes our in-house supplement to the information provided through the city-wide ARIS System. In addition, we train teachers in the use of this information to differentiate instruction to meet the needs of our diverse student population. All teachers have been issued flash drives with an abundance of instructional information and have been trained in how to use this information to inform everyday planning and delivery of instruction and assessments. Through Acuity, teachers have access to the results of diagnostic and predictive assessments

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

We used the finding from the State Education Review, classroom observations, feedback from professional development and professional conversations to determine whether or not these findings are relevant to our Special Education population.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

One of our school’s initiatives this year is to increase the capacity of all teachers in the building on the understanding of the content of the IEP and how it is used to drive the instruction and behavior of each individual in the classroom and their plans for post-secondary goals. Through the process of the writing of the IEP, we discovered that the General Education teachers did not see themselves as equal participants in the child’s educational development.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

When the school reopened in the fall, we provided three professional development workshops for the entire teaching staff on using differentiation of instruction in all classrooms. Teachers were trained on how to understand an Individualized Education Plan and then use the information to adapt a lesson plan to meet the needs of the individual student. Teachers were also trained on how to use an IEP to differentiate instruction. Lastly, teachers were taught how to create short-term goals to evaluate student progress and collect objective data.

General Education and Special Education teachers were provided common planning periods to facilitate the discussion of IEPs. Their professional period is being used to adapt lessons and instruction to meet every child’s need.

The professional development is going to be ongoing and will be monitored by the Instructional Department APs as well as Jose Inoa. The next focus of PD will be increasing individualized instructional techniques and longitudinal evaluation of student progress. The school wide focus is on collecting data and the use of rubrics that are aligned with New York State Standards.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program. We used the finding from the State Education Review, classroom observations, feedback from professional development and professional conversations to determine whether or not these findings are relevant to our Special Education population.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Through the internal quality assurance process of the IEP, we identified that there was little correlation between the different components of the IEP – primarily, the goals are not based on the present levels of performance. In addition, the behavioral intervention plans do not address documented behavioral issues.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

One of the school’s initiatives this year was to educate the entire staff on the IEP and the process by which it is written and also used to differentiate instruction. When the school opened in the fall, we had three professional development workshops on writing the IEP and also using it to guide instruction. The presenters were both from outside the building and brought samples to address how the IEP described the

Present Level of Performance. They also showed how to write a description that shows: the student's level of academic achievement, language development, cognitive development, learning style and how the student's disability affects his/her involvement and progress in the curriculum.

After the Professional Development, our new AP Compliance sat in on all of the current Annual Review Conferences. He worked with the subject area teachers to hone in on the child's current levels so that the IEP is a living document that others can refer to as a guide for instructing the child. The IEPs were then used as samples for others that were up for Annual Review so that the staff develops a stronger understanding of the need to address the current academic levels and use them as a springboard.

In November, we presented the entire staff with copies of the new SOPM samples of personal performance. We used these samples during our in-house Professional Development to have our staff assess our current writings in the IEP. This reflection process provided the staff with the opportunity to evaluate their own writing in the IEP. We met with the entire SBST team to discuss the way that our school writes the BIPS. The conclusion of the meeting was that we were going to create a template outlining all of the points that need to be included for the BIP to be cohesive: targeted behaviors, intervention strategies and measurable objectives of the interventions. These samples are now being used to ensure that all points are being addressed when writing a behavior intervention plan based on the functional behavioral assessment.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jun 11, 2008** Email address: **jgoglio@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	22k425
School Name	James Madison High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 561,720
Principal Name	Joseph Gogliormella
Principal Email	JGoglio@schools.nyc.gov
Principal Phone	7187587200

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 0
Summer School Programs	\$ 0
Dedicated Instructional Time	\$ 561,720
Individualized Tutoring	\$ 0

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

We are offering the students additional opportunities to take double period classes in numeracy and literacy. In addition, we will be providing with increased time over the sequence in Mathematics.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Students who are not meeting the standards are being programmed for a three term sequence in Math B. Those students who are still not meeting standards, are then given a double period of Math B. We are also providing double period classes for Math A and Integrated Algebra.

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

Yes

No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No