



JAMES MADISON HIGH SCHOOL

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: 22K425
ADDRESS: 3787 BEDFORD AVENUE
TELEPHONE: 718-758-7200
FAX: 718-758-7341**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 425 SCHOOL NAME: James Madison High School

SCHOOL ADDRESS: 3787 Bedford Avenue

SCHOOL TELEPHONE: (718) 758-7200 FAX: (718) 758-7341

SCHOOL CONTACT PERSON: Jodie Cohen EMAIL ADDRESS: JCohen9

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mary Juliano

PRINCIPAL: Joseph Gogliormella

UFT CHAPTER LEADER: Maria Bucca

PARENTS' ASSOCIATION PRESIDENT: Felicia Thorton-Manuel
Jeffrey Simmons

STUDENT REPRESENTATIVE: David Babb
(Required for high schools) Joshua Cruz

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 22 SSO NAME: Empowerment

SSO NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Joseph Gogliormella	*Principal or Designee	
Maria Bucca	*UFT Chapter Chairperson or Designee	
Felicia Thornton-Manuel	*PA/PTA President or Designated Co-President	
Andrea Fung Springer	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Diane Connelly	DC 37 Representative, if applicable	
David Babb Joshua Cruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosalie Albala	Member/ Secretary	
Mary Juliano	Member/ Teacher	
Rita Chess	Member/ Guidance Counselor	
Lorraine Izzo	Member/ Parent Coordinator	
Ellen Mendez	Member/ Parent	
Pete Ingraldi	Member/ Parent	
Margarette Paul	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

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 lifelong learners. The Principles of Madison are: 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 rigorous, enriching and supportive course of study that holds them to high standards. 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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	James Madison High School							
District:	22	DBN:	22K425	School BEDS Code:	332200011425			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		90.0	90.1	90.3	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		97.9	96.3	96.3	
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment:				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0		30.4	30.1	28.9	
Grade 8	0	0	0					
Grade 9	1536	1022	992	Students in Temporary Housing - Total Number:				
Grade 10	1256	1260	871	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	755	675	788		8	5	48	
Grade 12	812	870	752					
Ungraded	3	1	3	Recent Immigrants - Total Number:				
Total	4362	3828	3406	(As of October 31)	2006-07	2007-08	2008-09	
					100	82	93	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	125	128	141	Principal Suspensions	257	97	80	
# in Collaborative Team Teaching (CTT) Classes	107	109	108	Superintendent Suspensions	72	50	40	
Number all others	114	133	105					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	764	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	0	0	0					
# in Dual Lang. Programs	0	0	0	Number of Teachers	191	200	173	
# receiving ESL services only	307	289	307					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	14	22	13	Number of Administrators and Other Professionals	44	64	62
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	6
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	159	152	142	% fully licensed & permanently assigned to this school	100.0	99.0	96.6
				% more than 2 years teaching in this school	86.5	89.1	90.3
				% more than 5 years teaching anywhere	69.9	70.3	81.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	91.0	90.0	88.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.3	93.8	91.4
American Indian or Alaska Native	0.2	0.1	0.2				
Black or African American	26.4	26.8	23.3				
Hispanic or Latino	13.8	14.7	15.4				
Asian or Native Hawaiian/Other Pacific Isl.	15.9	16.1	17.5				
White	43.8	42.2	43.6				
Male	54.3	54.1	53.9				
Female	45.7	45.9	46.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:		IGS	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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					√	√	
Other Groups							
Students with Disabilities					√SH	√SH	
Limited English Proficient					√SH	√	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject		0	0	0	8	8	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	B	Overall Evaluation:	NR
Overall Score:	62	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	8.5	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	12.1	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	35.4		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	6		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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, the ELL population in NCLB has not met the performance benchmarks in English. We have set up programs to address this deficiency and strengthen student performance. Due to these efforts, we are now a school in good standing. Based on the Quality Review, we needed to increase the communication with the school community. In response to this need, we have established protocols where we use the school electronic phone messenger. In addition, we have documents translated into the major 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. One of our Inquiry Proliferation Teams has been identifying different layers of support for this population and we are achieving success. In addition, our Proliferation Teams are addressing other identified critical areas to support students in their efforts to achieve academic 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 continue to tap every faculty member through the implementation of teacher teams so that we can connect what we learn to the classroom.

To ensure that this trend continue 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
- 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
- have teachers use short-term goals in their classes for groups of students and also use ARIS to differentiate planning and instruction, as well as accelerate student learning
- continue to expand the use of the teacher teams to investigate and strengthen the instructional program

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:

- continue to build the capacity of teacher teams to address school concerns
- 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.”

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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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. To increase the percentage of students scoring 75 or higher on the ELA Regents.
 2. To further develop teacher teams as an effective way to differentiate instruction.
 3. To increase credit accumulation of students in the lowest third in the third year.
-

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 2009-10 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, Corrective Action, Restructuring, 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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students scoring at 75 or higher on the ELA Regents by August, 2010.</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"> - Implement an after-school peer tutoring program that will afford students additional opportunities to work on their essay writing skills. Teachers will assist to hone in on deficiencies with regard to the ELA Regents content. - Guidance Monitoring to encourage and support students’ academic success. In addition, the students need constant reminders that the 75 allows them the opportunity to advance at CUNY schools. - An English 7R class will be offered in the Fall term and in the Spring term, an 8R class – these classes will be geared to Regents preparation and enhancement. - Inquiry Proliferation team focusing on the increase in ELA Regents achievement.
<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"> - C4E monies will be used for the ESL classes preparing for the Regents as well as the teacher time for the E7R and E8R classes. - Title I ARRA monies will be used for Professional Development for the teachers to be trained on addressing the standards in the ELA Regents. - Children’s First Inquiry Money for the Inquiry Proliferation Team - Title III funds for the after school and the intensive Regents preparation for English Language Learners. - Through the use of Title I ARRA funding, elective English courses will be offered to enrich the students’ learning.

Indicators of Interim Progress and/or Accomplishment

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

- Comparison of last year's data to that of the year before.
- Pilot exam in the Junior ELA classes.
- Comparison of January and June Regents data to that from '08 and '09.

Subject/Area (where relevant): Across Disciplines

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To further develop teacher teams as an effective way to differentiate instruction by June, 2010.</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"> - Implement teacher teams in all departments as well as across departments. - Create teams based on a needs assessment completed by the constituents in each department. - Provide regular feedback from each teacher time that will be documented in a monthly departmental anecdotal record. - Articulate with the Inquiry Proliferation team to enhance the capacity of teachers to address the identified needs of the school.
<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"> - Title I ARRA monies will be used for Professional Development for the teachers to be trained by their colleagues and the Assistant Principal's of supervision. - Children's First Inquiry Money for the Inquiry Proliferation Team
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Creation of the teacher teams. - Documentation provided to the Department Assistant Principals that will be shared with their colleagues. - The ability of their work to be shared and then introduced in the classroom to enhance the students' instructional experience.

Subject/Area (where relevant): Across Disciplines

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase credit accumulation of students in the lowest third in the third year.</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"> - Implement an after-school peer tutoring program that will afford students additional opportunities to work on class assignments. Teachers will assist to hone in on content and cross-curricular skills deficiencies. - Guidance Monitoring to encourage and support students' academic success. - Inquiry Proliferation team focusing the lowest third in the third year.
<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"> - C4E monies will be used for the ESL classes and also the Special Education classes - Title I ARRA monies will be used for Professional Development for the teachers to be trained by the Assistant Principals of: English, Guidance, Compliance, ESL and Social Studies. - Children's First Inquiry Money for the Inquiry Proliferation Team - Title III funds for the after school and the intensive Regents preparation for the ELL students.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Comparison of last year's data to that of this year. - STARS credit accumulation reports and ARIS information - Comparison of January and June credit accumulation from this year to last year. - Through Title I ARRA funding

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
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	215	260	257	48	63	52	142	
10	115	483	187	321	17	52	81	
11	180	167	183	275	16	52	63	
12	35	8	87	32	9	52	60	

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>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.</p>
<p>Mathematics:</p>	<p>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.</p>
<p>Science:</p>	<p>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.</p>
<p>Social Studies:</p>	<p>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.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and group counseling as well as crisis intervention.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>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.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>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.</p>

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 (2009 - 2010) LAP to this CEP.

JAMES MADISON HIGH SCHOOL 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 331 English Language Learners from 29 countries speaking 26 languages. Our major languages are Chinese, Russian, Spanish, and Urdu. Our English Language Learners speak the following languages: Albanian, Arabic, Armenian, Bengali, Cantonese, other Chinese dialects, French-Haitian-Creole, Georgian, Gujarati, Haitian-Creole, Hebrew, Hindi, Khmer (AKA Camboge), Korean, Latvian, Mandarin, Philipino (AKA Tagalog), Polish), Russian, Spanish, Turkish, Ukranian, Urdu, Usbek and Vietnamese-Chinese. There are 113 ELLs on the 9th -grade level; 103 ELLs on the 10th -grade level; 58 ELLs on the 11th -grade level; and 57 ELLs on the 12th -grade level. English Language Learners constitute 9.55% of the total school population of 3465. 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, as well as former ELLs in need of continued support. Our Language Allocation Policy team is composed of the following:

Mr. Joseph A. Gogliormella	Principal
Ms. Wan Siu Mok	LAB-R/ NYSESLAT/BESIS Coordinator/ESL Teacher
Dr. Maria Di Lorenzo	Assistant Principal, ESL/Foreign Language Department
Ms. Laraine Izzo	Parent Coordinator
Ms. Olivia Espinal	Parent

Ms. Wendy Krasnoff	ESL Teacher
Ms. Natasha Chernikova	Bilingual Guidance Counselor
Ms. Rita Chess	Bilingual Guidance Counselor
Ms. Jodie Cohen	Assistant Principal, Organization
Mr. Jose Inoa	Assistant Principal, Compliance
Mr. Michael Edelman	Assistant Principal, English Department
Mr. John Wolfe	Assistant Principal, Mathematics
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
Ms. Amy Rodriguez	Social Studies Teacher

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). For incoming students, new to the NYCDOE, a careful intake process is conducted. The process begins with the administration of the Home Language Survey to the parent. The parent is assisted by the ELL Coordinator and other pedagogical personnel, including the bilingual guidance counselor. Next, when it is determined that the student's home language is other than English, the student is interviewed informally by the ELL Coordinator. Next, the student is administered the LAB-R. and a Mathematics Placement Test. If students score at the beginning, intermediate or advanced levels on LAB-R, then the student is sent to the bilingual counselor who programs him/her appropriately. At this time the parent is given information regarding program options. With 10 days, there is a Parent Orientation Workshop. With regard to parent option, parents of ELLs consistently choose the freestanding ESL program. In the Spring Term, the student is administered the *NYSESLAT*. In accordance with CR Part 154, beginning-level students are enrolled in three periods daily of ESL instruction, one ESL class, one ESL skill-intensive class with a focus on listening and speaking, and one ESL skills-intensive 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 skills intensive 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 at the 9th and 10th grade levels 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 one 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 offer one beginning level ESL class, with two accompanying skills classes; three sections of low-intermediate ESL with three accompanying skills classes; two sections of high-intermediate ESL with one accompanying skills class; two advanced level ESL skills classes for 9th and 10th grade ELLs on the advanced level, two English Regents prep classes for Cohort 2010 students with two accompanying skills classes and one post-Regents skills class. Cohort 2010 and 2011 students are offered College Now Basic English through Kingsborough Community College. Students enrolled in this course are led to increase their proficiency in written

English. 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). Currently we offer 3 sections of ESL Global History and Geography, term 1; 3 Sections of ESL Global History and Geography, term 3; three sections of ESL U.S. History and Government, term 1 and three sections of ESL U.S. History and Government, term 3. We continue to offer ELLs and extra term of U.S. History and Government so that they may have extra support for this challenging content Regents Examination. (The increase in passing percentages on the U.S. History and Government Regents Examination over the past several years 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. There is a high degree of articulation established between the ESL/Foreign Language Department and other departments. Each term the Assistant Principal, ESL/Foreign Languages disseminates a staff articulation sheet identifying all staff serving ELLs and indicating the periods during which they are available for planning and consultation.

Teachers are informed of the status of former ELLs so that they can continue to support these students in their continued efforts to gain proficiency in English. Teachers also distribute glossaries to ELLs in content-area classes. English Language Learners identified as "Special Education" on their IEP are programmed for ESL instruction as per their IEP. Currently 29 English Language Learners are designated as "Special Education." There are 17 on the 9th grade level, 9 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 20 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 NYSED Board of Regents recommendation, 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.”

As a result of tremendous collaborative school wide efforts, we significantly increased the number of students sitting for the *NYSESLAT* in the Spring 2009 term. In the spring, out of a population of 335 ELLs, 309 were tested on all four parts, representing 92.3% of the entire population in May 2009. A review of the May 2009 NYSESLAT results indicates that 40 English Language Learners exited the program—3 on the 9th grade level, 15 on the 10th grade level, 7 on the 11th grade level and 15 on the 12th grade level. The chart below represents the current breakdown of level for each grade:

NYSESLAT 2009

Level	9	10	11	12
Beginner	32	14	6	3
Intermediate	53	33	30	24
Advanced	28	34	22	30

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. With regard to the combined modalities listening/speaking and reading/writing, an analysis reveals that across the grade levels, reading and writing continue to be the problematic areas for our English Language Learners. The majority of the students are at the intermediate level of this combined modality, especially 9th and 10th graders.

NYSESLAT MODALITY ANALYSIS

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	8	7	1	2
	I	22	27	11	10
	A	28	26	18	23
READING/WRITING	B	19	9	2	0
	I	45	54	24	22
	A	16	29	23	20

The **LAB-R**, the revised **LAB** was administered to 32 incoming English Language Learners new to the New York City Public School System. Based on those test results 6 students were determined eligible to enter an all-English program; those who did not test out were placed on the following levels:

LAB-R

Level	9	10	11
Beginner	4	1	1
Intermediate	4	2	1

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. Improved instructional practice, intensive collaborative efforts and increased parental outreach have led to the improved performance of ELLs on the Comprehensive ELA Regents Examination. We significantly increased the participation rate and passing percentages of Cohort 2009 students and we are a school in good standing. We have continued collaboration with all instructional Assistant Principals to ensure compliance on all Regents Examinations. 131 former ELLs were provided with testing modifications in ELA and all content-area Regents Examinations in January and June 2009.

Madison High School has made great strides in making use of data to inform instruction. We need to keep up the momentum of this practice so that we can better meet the needs of each and every student. Since we are accountable to the learning community, only in taking ownership of data will we truly make progress toward meeting our goals. After reviewing all relevant testing data from *NYSESLAT*, *LAB-R*, *Performance Series*, *Acuity*, and *NYS Regents Examinations*, and after using data from various sources—ARIS, STARS, ATS, 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. The use of results from the *ELL Periodic Assessments*, *Performance Series* and *Acuity* resources to support ELLs in their efforts to increase reading and writing proficiency through the development of study packets for ELLs based on the identified skills areas in need of development.
2. 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.
3. *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- classes.
4. Scaffolded instruction, with special emphasis on the following: *modeling*, *bridging*, *contextualization*, *schema building*, *metacognitive development*, and *text representation*.
5. Development of cognitive/academic vocabulary in contextual situations.
6. Development of thematic units of study organized around *Big Ideas* and *Essential Questions*.

In our efforts to build strong professional development so that our teachers can deliver high quality instruction, Madison has developed a comprehensive ongoing professional development plan for staff serving English Language Learners. We ensure continuity of initiatives by using specialized curricula developed over the years. Interdisciplinary teacher teams meet to share ESL methodologies and practices and to be trained in assessment methodologies 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 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.

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 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.

Last year we focused on using ARIS, Acuity and Performance Series to empower teachers to tailor instruction to the diverse needs of our ELLs. Members of teams turnkey methodologies at department meetings and through small learning communities. Through the integration of local, state and federal funds over the years, the ESL/Foreign Language Department has made significant strides to ensure that teachers of ELLs are better able to teach to the higher standards. 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. Use of data to inform instruction
2. Implementation of differentiated instructional methodologies.
3. Design of units and organization of instruction around Big Ideas and Essential Questions in each discipline.
4. 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.
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 continued 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. 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 (an on an ongoing basis for over-the-counter students) 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.

ESL TEXTBOOK LIST

ESL (L1)

Pocahontas

Rip Van Winkle (Illustrated Version)

Shining Star: Introductory Text and Workbook

ESL 1 Listening and Speaking Skills Class (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 Skills Class(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

ESL 2 Listening and Speaking Skills Class (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 Skills Class (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

ESL 3 Skills Class 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 Skills Class (LS4)

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

ESL 5 (L5)

*Personal Themes in Literature
Twelve Angry Men*

American Short Stories
The Invisible Man

ESL 5 Skills Class (LS5)

Weaving It Together IV
Arrivals - Addison Wesley
Grammar Sense 3 Oxford-- photocopies
Grammar in Use Cambridge-- photocopies
Reason to Write (intermediate)
Practice Book for the Regents English Language Arts Assessment

ESL 6 (L6)

The Pearl - Everbind
Personal Themes in Literature - Units 3, 4, 5 - Prentice Hall
Farewell to Manzanar
Red Badge of Courage
Breadgivers
At the Door

ESL 6 Skills Class (LS6)

The Red Pony
Romeo & Juliet
Lilies of the Field
Arrivals - Addison Wesley
The New Comprehensive English Examination Guide

E5LComprehensive ELA Regents Prep Class

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
I Know Why the Caged Bird Sings
Barron's Regents Exams

ESL 7 Workshop (LS7) Comprehensive ELA Regents Prep Skills Class

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

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 Skills Class (LS8)

A Separate Peace
A Raisin in the Sun
Preparing for the Regents Comprehensive Examination in English
ELA Regents Materials

LT1S (High Advanced Skills Class I) (with E7R)

Reflections
Death of a Salesman
Inherit the Wind
The Human Comedy
Preparing for the Regents Examination in English

LT2S (High Advanced Skills Class II) (with E8R)

Little Wo
The Good Earth
Black Boy
Barron's Regents Exams
Preparing for the Regents Examination in English

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 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 and the Saturday Academy, 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 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 the steep/gradual than the other methods that have been mentioned above.

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:

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	“Tonych”, “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.

Approved:

Joseph A. Gogliormella, Principal

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

1. Language Allocation Policy Team Composition

SSO/District .	School James Madison High School
Principal Joseph A. Gogliormella	Assistant Principal Maria Di Lorenzo, Ph.D., AP ESL/Foreign Languages, Michael Edelman, AP English, Douglas Friend, AP Science, Anne Gambino, AP Social Studies, Jose Inoa, AP Compliance, Jason Marino, AP, Pupil Personnel Services, John Wolfe, AP Mathematics
Coach	Literacy Coach RoseAnn Salatino

ESL Teacher Wendy Krasnoff, Wan Sui Mok, ESL Teacher, LAB-R/NYSESLAT /BESIS Coordinator	Guidance Counselor Rita Chess, Natasha Chernikova
Teacher/Subject Area Amy Rodriguez	Parent Olivia Espinal
Teacher/Subject Area	Parent Coordinator Laraine Izzo
Related Service Provider	SAF
Network Leader Karen Ditola	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	12
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0 in ESL Program

C. School Demographics

Total Number of Students in School	3465	Total Number of ELLs	331	ELLs as Share of Total Student Population (%)	9.55%
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SEE ATTACHED NARRATIVE

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained	113	103	58	57	331
Push-In/Pull-Out					0
Total	113	103	58	57	331

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	331	Newcomers (ELLs receiving service 0-3 years)	191	Special Education	43
SIFE	20	ELLs receiving service 4-6 years	60	Long-Term (completed 6 years)	37

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	191	8	2							191
Total	191	8	2	0	0	0	0	0	0	191
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0

Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number)	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

	9	10	11	12	TOTAL
Spanish	25	25	8	6	64
Chinese	29	32	17	19	97
Russian	28	23	10	17	78
Bengali	0	0	0	1	1
Urdu	10	4	7	2	23
Arabic	4	4	2	0	10
Haitian Creole	2	1	1	1	5
French	0	0	1	1	2
Korean	0	0	0	1	1
Punjabi	0	0	0	0	0
Polish	1	0	1	0	2
Albanian	2	1	1	1	5
Other	13	17	5	8	43
TOTAL	114	107	53	57	331

Programming and Scheduling Information

SEE ATTACHED NARRATIVE

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support	
The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.	
NLA Usage/Support	TBE
100%	
75%	
50%	
25%	

	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

SEE ATTACHED NARRATIVE

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to, ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

14. What language electives are offered to ELLs?

Schools with Dual Language Programs

SEE ATTACHED NARRATIVE

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

Professional Development and Support for School Staff

SEE ATTACHED NARRATIVE

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

Parental Involvement

SEE ATTACHED NARRATIVE

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

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	32	14	6	3	55
Intermediate(I)	53	55	30	24	162

Advanced (A)	28	34	22	30	114
Total Tested	113	103	58	57	331

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
	B	8	7	1	2
	I	22	27	11	10
	A	28	26	18	23
	B	19	9	2	0
	I	45	54	24	22
	A	16	29	23	20

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	55		41	
Math A				
Math B				
Integrated Algebra	59	46	33	34
Integrated Geometry				
Biology				

Chemistry	35	0	13	0
Earth Science	45	2	32	2
Living Environment	72	36	48	30
Physics	1	0	0	0
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

NATIVE LANGUAGE READING TESTS				
	Percent of ELLs Passing Test (based on number of ELLs tested)		(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)	
ELE (Spanish Reading Test)	0%	N/A	0%	N/A
Chinese Reading Test	0%	N/A	0%	N/A

B. After reviewing and analyzing the assessment data, answer the following

SEE ATTACHED NARRATIVE

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Di Lorenzo, Ph.D. Michael Edelman Douglas Friend Anne Gambino Jose Inoa	Assistant Principals		

Jason Marino John Wolfe			
Laraine Izzo	Parent Coordinator		
Wendy Krasnoff	ESL Teacher		
Olivia Espinal	Parent		
Wan Siu Mok, ESL Teacher, LAB- R/NYSESLAT/BESIS Coordinator	Teacher/Subject Area		
Amy Rodriguez	Teacher/Subject Area		
RoseAnn Salatino	Coach (Literacy)		
	Coach		
Rita Chess Natasha Chernikova	Guidance Counselor		
Scott Hughes	School Achievement Facilitator		
Karen Ditolla	Network Leader		
	Other		
	Other		
Signatures			
School Principal Joseph A. Gogliormella		Date	
Community Superintendent Linda Waite		Date	

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

CHEN, GUOER 217777739

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: X Beginning ___ Intermediate ___ Advanced

School District: 22

School Building: K425

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:20 To: 8:06					
2	From: 8:10 To: 8:58	MEAED/01 ALGEBRA RODRIGUEZ L 429				
3	From: 9:02 To: 9:48	MEAED/01 ALGEBRA RODRIGUEZ L 429				
4	From: 9:52 To: 10:38	L1/01 ESL LEVEL 1 GU Z 334				
5	From: 10:42 To: 11:28	LS1/01 ESL LEVEL 1 WKSP GU Z 334				
6	From: 11:32 To: 12:18	LS1S/01 ESL 1 WKSP/01 MAURO C 218	ESL 1 WKSP /01 MAURO C 218	ESL 1 WKSP /01 MAURO C 218	ESL 1 WKSP /01 MAURO C 218	ESL 1 WKSP /01 MAURO C 218
7	From: 12:22 To: 1:08	ZLBF/04 LAB LUNCH CAFE	ZLBF/04 LAB LUNCH CAFÉ	ZLBF/04 LAB LUNCH CAFÉ	ZLBF/04 LAB LUNCH CAFÉ	SBLF/04 BIOLOGY LAB VALBRUNE P 306
8	From: 1:12 To: 1:58	H1E/01 GLOBAL 1 ESL TURK D 436				
9	From: 2:02 To: 2:48	PP0/06 PHYS ED RUIZ N GYM 1				
10	From: 2:52 To: 3:40	SL1PE/03 LIVING ENV 1 ESL LAMBRIANAKOS M 302				

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ABRAMOV, YEVD A 204736375

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:20 To: 8:06					
2	From: 8:10 To: 8:58			BIOLOGY LAB SBL2/04 LAX A 306		
3	From: 9:02 To: 9:48	INTERMEDIATE ESL L3/02 KRASNOFF W 317				
4	From: 9:52 To: 10:38	RUSSIAN LIT/02 FRA/02 VERBITSKY S 322				
5	From: 10:42 To: 11:28	GLOBAL 1 ESL/03 H1E/03 TURK D 236				
6	From: 11:32 To: 12:18	LIVING ENV 1 ESL /01 SL1PE/01 LAMBRIANAKOS M 302				
7	From: 12:22 To: 1:08	INT. ESL WKSP LS3/01 GU Z 319				
8	From: 1:12 To: 1:58	ZLR/05 CAFE	ZLR/05 CAFÉ	ZLR/05 CAFÉ	ZLR/05 CAFÉ	ZLR/05 CAFE
9	From: 2:02 To: 2:48	PHYS ED/05 PP0/05 BROWN S GYM 1				
10	From: 2:52 To: 3:40	ALGEBRA 9/13 ME1/13 SMAYLOVSKY T 424				

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

FANG, JIE

209431717

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate X Advanced
 School District: 22 School Building: K425

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:20 To: 8:06		COLLEGE NOW ESL/01 EUE/01 DILorenzo M 337			
2	From: 8:10 To: 8:58	ADV ESL WKSP LS9/1 MANCINI D 322	ADV ESL WKSP LS9/1 MANCINI D 322	ADV ESL WKSP LS9/1 MANCINI D 322	ADV ESL WKSP LS9/1 MANCINI D 322	ADV ESL WKSP LS9/1 MANCINI D 322
3	From: 9:02 To: 9:48	SWIMMING PS1/1 TIGHE R POOL	SWIMMING PS1/1 TIGHE R POOL	SWIMMING PS1/1 TIGHE R POOL	SWIMMING PS1/1 TIGHE R POOL	SWIMMING PS1/1 TIGHE R POOL
4	From: 9:52 To: 10:38	SAT PREP ESL ESAE/01 DILorenzo M 336	SAT PREP ESL ESAE/01 DILorenzo M 336	SAT PREP ESL ESAE/01 DILorenzo M 336	SAT PREP ESL ESAE/01 DILorenzo M 336	SAT PREP ESL ESAE/01 DILorenzo M 336
5	From: 10:42 To: 11:28	ESL CHEM SCIPE/2 POTTS A 404	ESL CHEM SCIPE/2 POTTS A 404	ESL CHEM SCIPE/2 POTTS A 404	ESL CHEM SCIPE/2 POTTS A 404	ESL CHEM SCIPE/2 POTTS A 404
6	From: 11:32 To: 12:18	PRE CALCULUS MPC1/2 SMAYLOVSKY T 424	PRE CALCULUS MPC1/2 SMAYLOVSKY T 424	PRE CALCULUS MPC1/2 SMAYLOVSKY T 424	PRE CALCULUS MPC1/2 SMAYLOVSKY T 424	PRE CALCULUS MPC1/2 SMAYLOVSKY T 424
7	From: 12:22 To: 1:08	ELA REGENTS PREP E5L/02 KRASNOFF W 318	ELA REGENTS PREP E5L/02 KRASNOFF W 318	ELA REGENTS PREP E5L/02 KRASNOFF W 318	ELA REGENTS PREP E5L/02 KRASNOFF W 318	ELA REGENTS PREP E5L/02 KRASNOFF W 318
8	From: 1:12 To: 1:58	MATH TEAM MT1/1 SPIEGEL S 429	MATH TEAM MT1/1 SPIEGEL S 429	MATH TEAM MT1/1 SPIEGEL S 429	MATH TEAM MT1/1 SPIEGEL S 429	MATH TEAM MT1/1 SPIEGEL S 429
9	From: 2:02 To: 2:48	ESL US HIST & GOV H5E/3 KUZINSKI F 515	ESL US HIST & GOV H5E/3 KUZINSKI F 515	ESL US HIST & GOV H5E/3 KUZINSKI F 515	ESL US HIST & GOV H5E/3 KUZINSKI F 515	ESL US HIST & GOV H5E/3 KUZINSKI F 515
10	From: 2:52 To: 3:40					

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9 - 12 **Number of Students to be Served:** 331 **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

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 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 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: using data from ELL Periodic Assessments, *NYSESLAT*, *LAB-R*, *Acuity*, *Performance Series* and *ARIS* to inform instruction. Special attention is given to the design of differentiated lessons with tiered assignments, sensitivity training and the sharing of best practices for the ELA Regents. We shall continue to develop strategies for the development of cognitive/academic vocabulary. In addition, we will continue disseminated the ESL Poetry Curriculum, the ESL Short Story Curriculum and the ESL Differentiated Instruction Curriculum through Title III funding.

Form TIII – A (1)(b)

School: James Madison High School BEDS code: 330745

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	\$41,109	30 per diem days for an ESL licensed teacher (\$5,028). 320 per-session hours for teachers to tutor in the content areas (\$15,194). 100 per session hours for teachers to prepare students for the Regents Examinations (\$4,973). 160 per-session hours for teachers to tutor in Chinese Native Language (\$7,957) 160 hours for teachers to meet in Teacher Teams to create products for instructional support (7,957)
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	n/a	
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	\$6,991	Cassette Recorders, Headphones, copier paper, postage for mailings and materials to support curriculum development.
Educational Software (Object Code 199)	\$4,000	Class.com interactive study aide for the ELL content
Travel	n/a	
Other	n/a	
TOTAL	\$52,100	

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
 - Saturday Academy
 - 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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$2,318,629	\$2,318,629
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$23,187	\$23,187
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$115,932	\$115,932
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$231,863	\$231,863

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 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 on the NYCDOE website.

Title I Parent Involvement Policy

I. General Expectations

James Madison High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The James Madison High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

LIST ACTIONS

2. James Madison High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - i. Invite parents on a regular basis to attend school planning meetings
 - ii. Coordinate with the executive board of the PTA to plan school initiatives
 - iii. Regular agenda items at the SLT meetings
3. James Madison High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - i. Six report cards a year
 - ii. Use of phone messenger and school’s website
 - iii. Regular mailings to the parents
 - iv. Increased involvement in both music and art city wide programs

LIST ACTIONS

4. James Madison High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - i. NCLB – Your School’s Your Choice
 - ii. Title III
 - iii. Extended Day – Violence Prevention
 - iv. CASA Arts Grant
 - v. Alumni Association support for the Music program
 - vi. Arthur Ashe Academy
 - vii. NAF
 - viii. Justice Resource Center
 - ix. Greatest Generation Grant
 - x. RESO A grant funding to increase technology in the classroom

LIST ACTIONS

5. James Madison High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

LIST ACTIONS SUCH AS:

- Walk-through of the school's programs by members of all constituencies.
6. James Madison High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

LIST ACTIONS SUCH AS:

- Micro-Optics microscope to improve the Advanced Placement Science courses
 - Calculators for the AP Mathematics courses
 - Chart and art supplies to further prepare our students for art competitions
 - Musical Instruments to enhance our ever growing music programs
 - White boards to enhance our elective courses and the teacher's ability to further differentiate instruction
 - Lease of equipment for photocopying for our Law Program to prepare the students for their competitions
 - Supplies for our poster maker to assist teachers in creating a student centered work environment
 - Additional photographic materials to enrich our digital and black and white photography programs
 - Equipment to be used by our extensive Physical Education elective courses
- b. James Madison High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - increasing the capacity for communication on our school's website

- increasing the number of teachers using Engrade
 - use of Phone Messenger
- c. James Madison High School will, with the assistance of the district and parents, educate its teachers, pupil personnel services, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- attending regular meetings and turnkeying to school community
- d. James Madison High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- translation into multiple languages
 - use of school's website
 - backpacking home notices

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the James Madison High School on __mm/dd/yy_____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

Principal's Signature: _____

Date _____

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

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 on the NYCDOE website.

School Parent Compact

James Madison High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

James Madison High School will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The school will provide the students with access to a diversity of elective classes in all of the core subject areas as well as in Music, Art and Physical Education. In addition, the school will continue to reduce the Guidance Counselors caseload to provide their children with greater social and academic support. We will also continue to support the school's house model where the house coordinator acts as a conduit for the student's overall instructional experience.

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

The parent teacher conferences will be held on October 29th and 30th and then again in the Spring term on

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Six times a year, the school will provide formal report cards. Teachers will also use Engrade to provide regular communication to parents on their child's progress.

- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - We have a school phone system that allows parents to leave messages for every teacher in their department. The teachers make themselves available during their Professional periods to meet with parents when the need arises.
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents are invited to attend the school to meet with their child's teacher and/or guidance counselor. They can volunteer for any school trip or performance. Parents are invited to attend:
 - Sing Performance on November 20 and 21st
 - Open House on November 23rd
 - Winter Concert Series on Decembers 9, 16 and January 13th
 - Monthly PTA meetings
 - Spring Musical on March 19th and 20th
 - Spring Concerts on May 12th, 19th and 26th
 - Senior Awards Ceremony
 - Individual House Awards Nights
 - Graduation
 - Infinite Sporting Events for PSAL teams
- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - send my child with the supplies needed for their elective courses
 - talking with my child about his/her activities every day;
 - attending school events to support my child and his/her peers;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ attending school functions and supporting school initiatives
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of a scanning school
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

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. (refer to pages 5, 10 and 17)

We have established proliferation inquiry groups to address the identified areas of need for our students in relation to the content and achievement standards. Currently the core inquiry team is addressing the needs of the lowest third in the third year. Concurrently, the proliferation teams are:

- Special needs in relation to credit accumulation, graduation requirements and attendance
- Mathematics and Algebra specifically in relation to meeting the graduation requirements
- Science: Living Environment and the correlation between class grades and the Regents alignment.
- Graduation requirements for both cohort L and M.
- The students receiving a grade of 75 or higher on the English Regents.
- The use of interim assessments across the school
- The assessment policy of the school and each department.

In addition, the school's teacher teams are addressing the areas of need within specific subject areas.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

We will be offering students opportunities to take advanced courses in all of the core subject areas. We are going to be running double period courses in both the Advanced Placement Math and Science courses. In addition, we are sustaining the number of Art and Music teachers to allow the students the opportunity to continue for four years in both of these significant subject areas. The school is also following a philosophy of providing students with advanced courses to better prepare them for the Regents examinations in Math. We are also sustaining the reduced class size in most levels of ESL for the workshop classes. Where available, we are placing a classroom para in ESL workshop classes and also content classes.

We are continuing with the House model to provide students with greater individual attention from multiple staff members. Our House Coordinators are teamed with Guidance Counselors and deans. We continue to support the philosophy of "One Madison". We keep all areas of communication open so that the entire child is addressed.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - We continue to offer students with diverse opportunities to acquire additional credits. We offer a traditional summer school model as well as a time on task credit recovery/support program towards Regents preparation. We also offer lecture style credit recovery classes for extended day. During the year, we offer extensive opportunities for tutoring as well as our Project Support program that provides students with access to library after their official day for both peer tutoring and teacher assisted tutoring. Lastly, through the Your School's, Your Choice Grant, we are providing students with further one on one tutoring.
- Help provide an enriched and accelerated curriculum.
 - In all core subject areas, we are offering Advance Placement courses. The teachers are encouraged to attend workshops to better prepare them to teach these high level courses. In addition, we are offering a diverse number of choices in: Art, Music and Physical Education to make the child's learning experience and enriched one.
- Meet the educational needs of historically underserved populations.
 - This year, we added three additional compensatory time positions in our Special Education department. Through the addition of these positions, the students IEP needs will be further addressed and communicated with all constituents who come into contact with the child. Our population is growing and in order to address this spurt, we needed to continue the philosophy of small learning groups and providing the child with the individualized attention beyond that with which the IEP addresses.

In addition, we are using Title III funding to providing the ELLs with tutoring, after-school enrichment opportunities and lunch time tutoring. We are also having all of the pertinent parental documents translated into the major languages addressed in our community. Our NYSESLAT/LAB-R/BESIS Coordinator is provided with three periods to work with the students in her caseload. We also have two Guidance Counselors who are primarily dedicated to the ESL population. Our Assistant Principal of Foreign Languages and ESL works with teachers of core subject areas to enable them to meet the needs of our English Language Learners.
- 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.
 - We have reduced the caseloads of our Guidance Counselors and have also continued to support the role of the House Coordinator.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

We have been doing so and work with our staff from the point of hire to ensure that they are.

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.

Our school's inquiry team consists of almost every member of our teaching staff. We as a team are constantly addressing all needs in the school. Through the investigating of data and analysis, we are implementing new policies and procedures. The numeracy coordinator and literacy coordinator work with the department assistant principals and house coordinators to turnkey to the entire staff.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

This summer, we recruited new teachers from the Teaching Fellow pool to work with our Special Education population. In addition, we encouraged two of our former teachers to pursue their credits to move towards being Special Education licensed teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

This year, we are hosting monthly workshops at the PTA meetings to guide the parents. The school's administration is working in conjunction with the executive board of the PTA to create workshops that meet our audience's needs. In addition, we host infinite student events where parents are encouraged to come to support their children. The use of the school's phone messenger and website are used regularly to communicate school events.

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.

The use of the teacher teams has provided teachers with the opportunity to meet with their colleagues and their turnkey their outcomes to the department as whole to move the school's 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.

We have six marking periods a year and both teachers and Guidance Counselors sound out additional progress reports to parents to address concerns immediately.

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.

Every child who enters the building under NCLB is matched with a teacher who monitors their academic and social progress. We use this system to enable the smooth transition and continued success in a new environment. Extended Day, Violence Prevention funding is used to support our after school, Project Support tutoring program. Any child who falls under the STH category meets regularly with one of our counselors so that they feel they have someone they can go to whenever they are needing assistance.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

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

Part A: For All Schools Identified for Improvement

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.
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.

Part B: For Title I Schools Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

¹ School Under Registration Review (SURR)

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.

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

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.

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.

- **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.

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 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:

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.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.

Applicable Not Applicable

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 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 X 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.

X 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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)