



JAMES MADISON HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	
Marisa Gerone	*PA/PTA President or Designated Co-President	
Mikal Ross Constantino	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Diane Connelly	DC 37 Representative, if applicable	
Lauren Casale Ashley Sanon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rosalie Albala	Member/Staff	
Lisa Robbins	Member/Teacher	
Mary Juliano	Member/Teacher	
Rita Chess	Member/Staff	
Lorraine Izzo	Member/Staff	
Joyce Deans	Member/Parent	
Anthony Gerone	Member/Parent	
Ruth Porcelli	Member/Parent	

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

* Core (mandatory) SLT members.

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: Motivation, Academics, Diversity, Inquiry, Scholarship, Originality and Nobility.

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

James Madison High School is a highly successful zoned urban school that is above 100% utilization. In spite of the crowded conditions, we maintain high academic standards and offer our students an array of elective classes, extra-curricular activities, enrichment programs and academic intervention services. In the afternoon at James Madison High School one can walk the halls and see the 34 PSAL teams practicing and the diversity of social and cultural groups meeting. Our teams and clubs have brought us many accolades both city-wide and state-wide. 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 3,251 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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	James Madison High School				
District:	22	DBN #:	K425	School BEDS Code:	330745

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.1	90.3	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					96.3	96.3	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					30.1	28.9	48.5		
Grade 8									
Grade 9	1022	992	990	Students in Temporary Housing: Total Number					
Grade 10	1260	871	871	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	675	788	558		5	48	TBD		
Grade 12	870	752	865						
Ungraded	1	3	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	3828	3406	3287		82	93	65		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	128	141	134						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	109	106	114	Principal Suspensions	97	80	TBD
Number all others	133	105	117	Superintendent Suspensions	50	40	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	764	560
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	289	307	312	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	22	13	49	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	200	173	TDB
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	64	62	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	6	TBD
	152	142	tbd				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	99.0	96.6	TBD
American Indian or Alaska Native	0.1	0.2	0.2	Percent more than two years teaching in this school	89.1	90.3	TBD
Black or African American	26.8	23.3	22.5	Percent more than five years teaching anywhere	70.3	81.8	TBD
Hispanic or Latino	14.7	15.4	15.7				
Asian or Native Hawaiian/Other Pacific Isl.	16.1	17.5	17.5	Percent Masters Degree or higher	90.0	88.0	TBD
White	42.2	43.6	43.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.8	91.4	TBD
Multi-racial							
Male	54.1	53.9	53.7				
Female	45.9	46.1	46.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY								
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:						
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>								
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):								
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>				
				Basic	Focused	Comprehensive		
In Good Standing (IGS)		✓						
Improvement (year 1)								
Improvement (year 2)								
Corrective Action (year 1)								
Corrective Action (year 2)								
Restructuring (year 1)								
Restructuring (year 2)								
Restructuring (Advanced)								
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)				
	ELA:				ELA:	X		
	Math:				Math:	X		
	Science:				Grad. Rate:	✓		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:								
Student Groups	Elementary/Middle Level			Secondary Level				
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target	
	All Students	-	-	-	✓	✓	✓	72
Ethnicity								

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

American Indian or Alaska Native				-	-	
Black or African American				✓	✓	
Hispanic or Latino				✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	✓	✓	
White				✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	-	-	-	X	x	
Limited English Proficient	-	-	-	✓	✓	
Economically Disadvantaged	-	-	-	✓	✓	
Student groups making AYP in each subject	0	0	0	7	7	1

Key: AYP Status

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

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

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

***http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf*

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 (Comprises 15% of the Overall Score)	8.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	12.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	35.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school’s 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.

Our differentiated accountability status for this year is SINI, Basic, year 1. We obtained a “B” on the City on the NYC Progress Report and a “Well Developed” on our most recent Quality Review. 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. Since we have not met AYP in Mathematics in the students with disabilities category by about ten students, we have initiated the following:

- Change the Mathematics sequence of courses to provide greater access to students to the Algebra regents
- Reduction in class size in Algebra classes
- Introduction of regents preparation courses in Mathematics for our students with Disabilities
- Push in and pull out model with teacher and teaching assistance
- School-wide initiative for RTI

Based on the Quality Review, we need to “build on existing practices and extend the use of the unified grade book tool for organizing data to effectively share progress information with students and families by ensuring equality of access and maximum clarity”. We also need to “broaden the investigation and analysis of key subgroups to support strong learning outcomes across all student populations”.

One of our Inquiry Proliferation Teams will consist of teachers in Science, Math, English and American History –these teachers will all share a cohort of students and work collaboratively to identify a method to track data for a diverse cohort of students. 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 so that we can connect what we learn to the classroom.

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

- provide access to Engrade, Skedula, SmartBoards and ARIS to all teachers in the school
- provide further training for our teachers on the Internet based programs we are using
- 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
- have teachers use RTI methodology to enhance student learning

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

Over the past five years our graduation rate has leveled at around 70%. Our NYS target for the year is 72% overall graduation rate. We have implemented guidance meetings with parents and students to create a plan of action as well as a contract to ensure that seniors remain focused throughout their last year in high school. We created preparatory classes to help seniors pass previously failed Regents. We provided an RTI initiative that focuses on credit acquisition assisting students by addressing in-class deficiencies to prevent failures. We have full time personnel to assist student in the credit recovery efforts. In conjunction with the SES tutoring our staff is focusing on numeracy and literacy in the content areas.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

-Last year, the passing percentage on the Algebra Regents was 55.2%. We will increase this number by 5%, bringing the percentage to 60.2% by August, 2011.

-Last year, 40% of our LEP students graduated with their cohort. This year, we will increase this number by 5% to 45% by August, 2011.

-Last year, 81% of first year students were promoted with their cohort. This year, we will increase this number by 5% to 86%.

Subject/Area (where relevant):

Graduation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Last year, 40% of our LEP students graduated with their cohort. This year, we will increase this number by 5% to 45% by August, 2011.</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"> - Project Support, Circular 6 (lunchtime tutoring) SES and Title III Tutoring (Title I, TL FSF, Title III) - Providing opportunities for teachers to attend Professional Development (TL, Title I) - Providing Access to school wide student information system (TL FSF) - Implementation of RTI (TL FSF) - Parent workshops (Title III) - Teacher Teams (TL FSF, TL Data Specialist)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>-In addition to tax levy monies for the overarching operation of the school the following funds will be used: -Title I ARRA monies will be used for Professional Development for the guidance counselor to be trained on addressing the cohorts -Title I stimulus funds will be used to keep counselor case loads at reduced size -Children’s First Inquiry Money for the Inquiry Proliferation Team</p>
<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"> - ARIS and Skedula anecdotes - Student contracts and parental meetings - Teacher team minutes and notes in ARIS - ATS, RGCS report

Subject/Area (where relevant):

Promotion / Graduation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Last year, 81% of first year students were promoted with their cohort. This year, we will increase this number by 5% to 86%.</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"> - Provide students with academic support: tutoring and credit recovery (TL FSF, Extended Day funding and Title I ARRA) - Guidance monitoring (Title I ARRA and TL FSF) - Collaboration amongst teachers (Circular 6 assignments) - Access to Academic Recovery opportunities (CEIS grant and TL Instructional funds) - Introduction of school wide communication using Skedula. (TL FSF) - Group and individual guidance meeting during non-instructional days.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>-In addition to tax levy monies for the overarching operation of the school the following funds will be used: Title I ARRA monies will be used for Professional Development for the teachers to be trained on addressing the standards in the Mathematics. -Children's First Inquiry Money for the Inquiry Proliferation Team -C4E monies will be used to implement an after school peer tutoring program that will afford students additional opportunities to work on their Mathematics skills.</p>
<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"> -ARIS and Skedula -STARS progress reports -Student transcripts

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	We offer tutoring during lunch periods and after school every day for 45 minutes. In addition, we hold parent workshops in the evening to acclimate the parents to the extensive opportunities available to their children.
Mathematics:	We offer enrichment courses to prepare students for Regents examinations. We also provide students with access to on-line tutoring programs and also after school and lunch period tutoring every day for 45 minutes.
Science:	All students are given labels to affix on their identification cards so that the school can clearly identify what period the child has lab. We also assign teachers as their Circular 6 assignments to lab intervention. The students are also offered: after school and lunch time tutoring every day for 45 minutes.
Social Studies:	The students in the ELL American History classes are given three terms to prepare for the Regents. In addition, both after school and lunch time tutoring are provided every day for 45 minutes.
At-risk Services Provided by the Guidance Counselor:	Individual and group counseling as well as crisis intervention.
At-risk Services Provided by the School Psychologist:	Service students through consultation with Chancellor’s Regulations, Regional Administration, School Principal, Assistant Principals, Teachers, Guidance Counselors, Related Service Providers, and Parents; Interface and coordinate services with outside agencies, including Hospitals, ACS, Courts, Advocacy Groups, various Mental Health Organizations, and Private Health Practitioners; Collaborative with ERSS Social Worker in conducting immediate crisis assessments of children deemed at-risk for suicidal/homicidal and other at-risk behaviors.
At-risk Services Provided by the Social Worker:	Provides individual as well as group counseling to those general education students identified as being at-risk. Also provides crisis intervention for those students who may demonstrate behaviors that are harmful to self or others. In consultation with the school psychologist, an immediate clinical assessment is made to determine whether a student may require emergency psychiatric intervention. Consultation to instructional and support staff is provided, regarding strategies to address at-risk or inappropriate behaviors that may hinder the student from functioning to the best of his/her academic potential. Classroom observations, as well as pre-referral intervention services are conducted for those students who may be at-risk for possible referral to special education.
At-risk Health-related Services:	Our school nurse monitors all students with 504s and meets with the students on a regular basis dependent on the mandates in the child’s 504 and IEPs.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections II and III below.

Section I. Student and School Information

Grade Level(s) 9 - 12 Number of Students to be Served: 428 LEP _____ Non-LEP _____
Number of Teachers 22 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

The Title III Lunch Time tutoring program will serve approximately 100 ELLs, grades 9 through 12 and will be taught by a fully ESL licensed and certified retired (Madison) teacher. This teacher has strong NYSESLAT and ELA Regents Preparation experience. When she taught at James Madison she participated in the Title VII, BESARS and Title III tutoring and Professional Development programs. She has strong background in curriculum-writing for ESL students,

with special emphasis on differentiated instruction to accommodate to the learning styles and learning rates of our diverse ELL population. She is ideally suited to this program because she is accustomed to delivering differentiated instruction to students at all levels. In this solid supplementary support program she will assist students in NYSESLAT preparation with special emphasis on reading and writing skills. The rationale for this focus is the fact that NYSESLAT data for the modality breakdown indicates these as the areas where the majority of our ELLs are at the intermediate level on all grade levels.

The Title III After-School ELA-Regents Preparation Academy will serve approximately 75 ELLs from the 2010 and 2011 Cohorts. They will meet once a week for one to two hours. One class, which will serve Chinese-speaking ELLs, will be team-taught by two fully licensed and certified ESL teachers whose native language is Chinese. The rationale for this program is that the Cohort data over the past several years indicates that these students are the lowest-performing group in terms of passing percentages on the ELA Regents. The selection of the staff serving these students has been determined by the fact that these teachers speak Chinese, understand the ways these students learn English and can lead students to make connections with NLA and ELA. The second class will be taught by a fully-licensed ESL teacher. It will consist of approximately 30 to 40 students and will also meet once a week for one to two hours. For both classes, teachers will utilize specialized Title III differentiated instructional curricula developed over the years by the Professional Development teams, Regents study guides purchased through Title III funding and teacher-prepared materials.

The Title III After-School Content-Area Academy will serve approximately 150 ELLs, grades 9 through 12. It will be taught once a week for 1 to 2 hours by fully licensed content-area teachers with the support of three ESL teachers and the Assistant Principal ESL/Foreign Languages. Teachers will use differentiated instructional materials prepared through Title III funding, Regents preparation and review books purchased through Title III funding and teacher-prepared materials. Teachers are trained through Title III Professional Development funding in sensitivity to this population, ESL strategies and methodologies and differentiated instructional methodologies.

In order to address the needs of our ELL population to meet with success on the Comprehensive ELA Regents and other content-area Regents Examinations (Living Environment, Chemistry, Earth Science, Global History and U.S. History and Government), we will offer Title III Intensive Regents Preparation tutoring to approximately 300 ELLs, grades 9 through 12. These twice yearly four hour sessions will be conducted the evenings prior to the administrations of each Regents Examination. They will be taught by 5 fully licensed and certified content-area teachers and 2 ELA teachers with the support of 3 fully licensed and certified ESL teachers as well as the Assistant Principals ESL/Foreign Languages, the Assistant Principal, ELA, the Assistant Principal Social Studies and the Assistant Principal Science.

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. All participating content-area staff is fully licensed and certified as well as ESL staff. Approximately 20 teachers will participate in six two-hour sessions throughout the year.

Section III. Title III Budget

School: James Madison High School

BEDS Code: 330745

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) - 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 - High quality staff and curriculum development contracts.	n/a	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		2,188,592	
2. Enter the anticipated 1% set-aside for Parent Involvement:		21,885	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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. 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 bi-yearly 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 automated phone system 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 services personnel, 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 “turn-keying” 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 Mikal Ross Costantino. This policy was adopted by James Madison High School on 09/22/2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010.

Principal’s Signature: Joseph A. Gogliormella

Date October 29, 2010

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 2010-11.

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 28th and 29th and then again in the Spring term on March 17th and March 18th.
 - +

- 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 teachers in their departments. 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 January 15th and 16th
 - Toys for Tots collection drive
 - Open House on November 3rd
 - Winter Concert Series on Decembers 15th, 21st, January 12th
 - Monthly PTA meetings
 - Spring Musical on March 18th and 19th
 - 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 his/her 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

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School-wide 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.

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 2011 and 2012.
- The students receiving 10 or more credits in their first year.
- The use of interim assessments across the school
- The use of RTI in all classes.

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

2. School-wide 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:

- o **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 non-traditional summer school model with support programs 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 maintained the three compensatory time positions in our Special Education department that were created last year. 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. We are also moving towards the further expansion of the ICT model.

In addition, we are using Title III funding to providing the ELL students with tutoring, after school enrichment opportunities an lunch time pull-out tutoring. We are also having all of the pertinent parental documents translated into the major languages addressed in our community. Our LAB Basis 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 ESL students.

- **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 School-wide 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 School-wide 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, one of our former General Education teachers completed her credentials in Special Education to further support the growing population. In addition, we recruited a new ESL teacher to also assist with the ELL population.

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.**

Not applicable.

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 in need of assistance.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

Consolidating Federal funds in a School-wide Program has the following additional advantages:

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

Most, if not all, School-wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School-wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School-wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school-wide activity that meets the intent and purposes of the IDEA

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	✓					
Title II, Part A	Federal						
Title III, Part A	Federal	✓					
Title IV	Federal						
IDEA	Federal	✓					
Tax Levy	Local	✓					

1. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Reminder: To consolidate funding in a School-wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds. Most School-wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School-wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

- 2. Coordinate with and support the regular educational program;
- 3. Provide instruction by highly qualified teachers;
- 4. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 5. Provide strategies to increase parental involvement; and
- 6. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
8
2. Please describe the services you are planning to provide to the STH population.
 - Housing Questionnaires are distributed to all students to determine housing status.
 - STH liaison informs student's Guidance Counselor/teachers.
 - An introductory letter is sent home for all STH students to the address on file. The letter provides the name of the liaison, contact information, what to expect from the school, the Dial-A-Teacher for help with homework, and a McKinney-Vento Act pamphlet describing their rights.
 - The liaison calls down each child individually and makes introductions, gives each child a copy of the introduction letter and explains all the services the school offers its STH students.
 - Attendance and report cards are monitored by the liaison. If necessary, the child is called in for counseling and/or is offered tutoring.
 - The school provides STH students with school supplies, Phys. Ed. uniforms, and metro cards. Students are also told that free food/snacks are available any time during the school day at the liaison's office.
 - The STH liaison works along with the child's guidance counselor as a mediator and child advocate.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	James Madison High School						
District:	22	DBN:	22K42	School		332200011425	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		90.1	90.3	91.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		96.3	96.3	95.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	0	0	0		30.1	48.5	52.0
Grade 8	0	0	0				
Grade 9	992	990	967	Students in Temporary Housing - Total Number:			
Grade 10	871	871	951	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	788	558	571		5	48	54
Grade 12	752	865	658				
Ungraded	3	3	0	Recent Immigrants - Total Number:			
Total	3406	3287	3147	<i>(As of October 31)</i>	2007-	2008-	2009-
					82	93	65
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	141	134	140	Principal Suspensions	97	80	107
# in Collaborative Team Teaching (CTT)	108	114	152	Superintendent Suspensions	50	40	40
Number all others	105	117	112				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	764	560
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)							
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	307	312	TBD	Number of Teachers	200	173	170
# ELLs with IEPs	13	49	TBD	Number of Administrators and Other Professionals	64	62	43
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	6	6	18

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	152	142	320	% fully licensed & permanently assigned to this	99.0	96.6	99.4
				% more than 2 years teaching in this school	89.1	90.3	87.7
				% more than 5 years teaching anywhere	70.3	81.8	89.4
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		90.0	88.0	92.3
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers	93.8	91.4	89.1
Black or African American	23.3	22.5	18.9				
Hispanic or Latino	15.4	15.7	15.1				
Asian or Native Hawaiian/Other Pacific	17.5	17.5	19.4				
White	43.6	43.0	46.4				
Male	53.9	53.7	54.1				
Female	46.1	46.3	45.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In	v		Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:	-	Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	-	-	-	v	v	v	72
Ethnicity							

American Indian or Alaska Native				-	-		
Black or African American				v	v		
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific	-	-	-	v	v		
White				v	v		
Multiracial							
Students with Disabilities	-	-	-	X	X		
Limited English Proficient	-	-	-	v	v		
Economically Disadvantaged	-	-	-	v	v		
Student groups	0	0	0	7	7	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	59.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	10.9	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	12	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	30.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	6		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN4	District 22	School Number 425	School Name James Madison
Principal Joseph A. Gogliormella		Assistant Principal Maria Di Lorenzo-Kearon	
Coach Rose Ann Salatino		Coach Martina Gately	
Teacher/Subject Area Wan Siu Mok		Guidance Counselor Rita Chess	
Teacher/Subject Area Wendy Krasnoff		Parent Olivia Espinal	
Teacher/Subject Area Maria Lambrianakos		Parent Coordinator Laraine Izzo	
Related Service Provider Mireille Casimir		Other	
Network Leader Karen Ditola		Other William Bonner	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	15	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	11
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

C. School Demographics

Total Number of Students in School	3175	Total Number of ELLs	428	ELLs as Share of Total Student Population (%)	13.48%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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.

1. For incoming students, new to the NYCDOE, a careful intake process is conducted at James Madison High School. The student and parent/guardian are brought to the Guidance Office and meet with the Pupil Personnel Secretary, Susan Rosenberg Omansky, the Assistant Principal Pupil Personnel, Mr. Jason Marino, a Bilingual/ ESL Guidance Counselor, Ms. Rita Chess. and the LAB-R/NYSESLAT/BESIS Coordinator, Ms. Wan Sui Mok, a fully licensed and certified tenured ESL teacher. An informal interview of the parent or guardian is conducted by the designated personnel. If it is determined that a translator is needed, there are bilingual staff members available to translate and together with one of the ESL Guidance Counselors, Ms. Maria Aucello, Ms. Rita Chess or Ms. Natasha Chernikova they assist the parent/guardian with filling out the necessary forms. During the interview the parent is questioned regarding the student's educational background. The student's health record is discussed and parents are asked to inform the school of any medical condition that we need to be aware of. The parent is also questioned about the family makeup. We also ask if the child has siblings or other relatives who attend James Madison High School. During the interview we provide the family with the Discipline Code (in the home language when possible) and inform them of school rules and student and parent rights and responsibilities. We inform parents/guardians of the ways that they can access information (ARIS, Skedula, etc.) and available trainings. We review the graduation requirements, school requirements and testing requirements. We make the parent/guardian aware of tutoring opportunities in the school, especially Title III and SES. Parents are informed of the importance of lab attendance and the make-up science labs. We inform them of gym requirements, the lunch application process, metro cards and school ID cards. The parent/guardian and student are also welcomed by the Parent Coordinator and they are given a tour by a student peer who speaks the same language. The counselor provides contact information (telephone numbers, office hours, etc.). The Home Language Survey responses and interview responses are used by the LAB-R/NYSESLAT/BESIS Coordinator, Ms. Wan Siu Mok, to determine eligibility and conduct the LAB/R. Next, the student is administered a Mathematics Placement Test by the Numeracy Coordinator, Ms. Martina Gately. 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. Newly-enrolled Spanish-speaking ELLs are administered the Spanish LAB. In the spring term the NYSESLAT is administered to all ELLs to determine students' placement at each level of instruction. Consistent, ongoing collaborative efforts ensure a smooth administration of the NYSESLAT. Multilingual letters are sent to the parents of ELLs to inform them of the NYESLAT dates and to inform them of the importance of this assessment. Letters are sent out to the entire teaching staff informing them of the NYSESLAT schedule so that they do not administer other tests to ELLs during this time. Students are individually tested for the speaking section in a separate location. The testing is conducted by licensed ESL teachers. The listening, reading and writing tests are administered during the New York State mandated time frame.

2. At the time of initial identification of the child as an ELL, the parent/guardian is given information regarding program options. The LAB-R/NYSESLAT/BESIS Coordinator, Ms. Wan Sui Mok, a fully licensed certified and tenured ESL teacher sets up an individual viewing of the DOE DVD in the appropriate language. The parent/guardian is provided with the opportunity to ask questions Within 10 days, there is a Parent Orientation Workshop. Parents of newly-enrolled ELLs are sent letters by U.S. Postal Service and via backpack by the Assistant Principal, ESL/Foreign Languages informing them of the date and time of the meeting. The Parent Orientation Workshop is conducted by the Assistant Principal, ESL/Foreign Languages, Maria Di Lorenzo, Ph.D., a fully licensed certified ESL, Spanish and French teacher, The LAB-R/NYSESLAT/BESIS Coordinator, the Bilingual Counselors, Ms. Maria Aucello (fully licensed certified ESL teacher), Ms. Natasha Chernikova and Ms. Rita Chess., the Parent Coordinator, Ms. Laraine Izzo and the Assistant Principal Pupil Personnel, Mr. Jason Marino. In order to ensure that parents/guardians of ELLs understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) parents view the DOE DVD in their language, their questions are answered by the above-mentioned personnel and they receive informational bulletins regarding the programs. They are also informed of program requirements and graduation and diploma requirements. Documentation is maintained for all meetings.

3. Within the first ten days of enrollment, we confirm a student's entitlement to Bilingual/ESL services. Continued entitlement is determined by the NYSESLAT and parents are sent letters via U.S. Postal Service and via backpack to this effect. Letters, with instructions for their return, are included in the appropriate languages. Copies are made of the original letters sent out. When the letters are returned to the LAB-R/NYSESLAT/BESIS Coordinator, Ms. Mok, they are stored in a secure file cabinet in her office. In cases where letters are not returned, students should receive Transitional Bilingual Services as per CR Part 154.

4. Identified ELLs are placed in the instructional programs based on parental choice as per the Parental Survey and Program

Selection Form. To the fullest extent possible, bilingual personnel provide translations for parents. Currently we do not offer a Transitional Bilingual Program or a Dual Language Program. LAB-R scores are used to place identified ELLs in the appropriate levels of ESL instruction,

5. With regard to parent option, over the past several years, parents of ELLs have consistently chosen the freestanding ESL program. This year to date, from August to October 2010, parents/guardians of all 43 Entitled Newcomers have chosen the Free-Standing ESL Program.

6. The program model currently offered at James Madison, the Freestanding ESL model, is clearly aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										141	142	55	90	428
Push-In														0
Total	0	0	0	0	0	0	0	0	0	141	142	55	90	428

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	428	Newcomers (ELLs receiving service 0-3 years)	297	Special Education	51
SIFE	21	ELLs receiving service 4-6 years	67	Long-Term (completed 6 years)	64

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

TBE																				0	
Dual Language																					0
ESL	297	7	3	67	11	10	64	3	19												428
Total	297	7	3	67	11	10	64	3	19												428

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										24	26	8	9	67
Chinese										32	33	24	27	116
Russian										37	37	11	19	104
Bengali										0	0	0	0	0
Urdu										11	8	4	7	30
Arabic										9	7	2	3	21
Haitian										1	2	0	3	6
French										5	1	0	2	8
Korean										0	0	0	0	0
Punjabi										1	0	0	0	1
Polish										1	0	0	1	2
Albanian										5	5	0	7	17
Other										14	23	8	11	56
TOTAL	0	0	0	0	0	0	0	0	0	140	142	57	89	428

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
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.

1.

a. At James Madison High School the organizational model is the self-contained model for ESL and ESL-content area classes in Science and Social Studies.

b. ELLs are homogeneously grouped as per NYSESLAT/LAB-R results for the self-contained ESL classes. They are heterogeneously grouped for content area classes in Science and Social Studies. ESL classes are grouped homogeneously by proficiency level--low-beginner (newcomer), beginner, low-intermediate, high-intermediate and advanced. Differentiated instructional methodologies are used on all levels of instruction, both in ESL and in ESL content-area classes. Instruction for ELLs addresses all four language modalities--listening, speaking reading and writing. Audio-visual resources are used extensively.

2.

a. 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 2011 and 2012 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 2012 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 low beginner ESL class with two accompanying workshop classes; one beginning level ESL class, with two accompanying skills classes; three sections of low-intermediate ESL with four accompanying skills classes; three sections of high-intermediate ESL with two accompanying skills classes; two sections of off-track ELA Regents prep skills classes; two advanced level ESL skills classes for 9th and 10th grade ELLs on the advanced level, two English Regents prep classes for Cohort 2011 students with two accompanying skills classes and one post-Regents skills class. Cohort 2011 and 2012 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 he 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.

3. English Language Learners take content-area ESL classes in Living Environment, Chemistry, and Earth Science (with 225 minutes of classroom instruction weekly, plus a 45-minute laboratory. Content-area instruction is delivered in English with teachers implementing scaffolded instruction and differentiated instructional methodologies to enhance ELLs' access to the instructional program and accelerate their English language acquisition. Native language support is provided, when possible, through ancillary resources such as bilingual dictionaries and glossaries and through the implementation of the "buddy system" where more proficient students speaking the same language as struggling students serve as resources to teachers and ELLs in the classroom. Audio-visual materials and resources are used extensively. Computers on wheels are used to access the Internet and we use DVDs and presentation software since the visual modality is the preferred sensory modality of ELLs. We continue to implement three ESL Laboratory Manuals in Chemistry, Earth Science and Living Environment. 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. Currently ELLs are enrolled in three ESL Living Environment classes; three ESL Chemistry classes and four ESL Earth Science classes. ELLs 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; four sections of ESL U.S. History and Government, term 1 and three sections of ESL U.S. History and Geography, term 3. We continue to offer ELLs an 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.

4. At James Madison High School we differentiate instruction to enhance teaching and learning for all ELL subgroups. Each class is infused with academic rigor to promote higher-order thinking skills in our students. Teachers plan strategically in order to meet the needs of diverse learners. We make deliberate efforts to meet students where they are and offer challenging, appropriate options so that their unique needs will be met. Teachers modify the following curricular elements in response to learner needs--content, process, product and learning environment and set the tone and expectations of learning. We respond to student readiness, interest and learning profiles by conducting inventories (created by a teacher team in the ESL/Foreign Language Department). We differentiate primarily to provide access to learning, motivation to learn and efficiency of learning. Student engagement is key. Since the various subgroups present a high degree of variation with regard to skills levels, social development, emotional development, background knowledge and physical needs, it is critical that we make every effort to differentiate instruction for these subgroups. All students are offered Title III Lunch-Time Tutoring, Before-and-After-School tutoring and Intensive Regents Tutoring in ELA and the other content-area Regents Examinations. They also participate in SES before, after and Saturday classes.

a. SIFE-- For our 21 SIFE English Language Learners, we offer targeted instruction in ESL and content-areas in the four language modalities. Students receive small group instruction that is scaffolded and teachers implement differentiated instructional strategies. We use Reading Connections 1 and 2 with accompanying Audio CDs. to help SIFE students with skills for success in real-world settings. Readings are on contemporary topics such as "going green" and "computers of the future." These texts provide word study--word forms, prefixes and suffixes to enable students to learn unfamiliar words in meaningful contexts. Grammar instruction is embedded in the texts. In Algebra and Geometry we use Math XL and online textbook tutorial with interactive software to enhance student acquisition of mathematical skills and understanding of mathematical concepts. In ESL we use audio-visual resources and internet resources. Counseling is based upon individual needs. We offer Title III before and after-school instruction, pairing with more English proficient pairs; lunch-time tutoring and intensive tutoring in all subject areas. Parental outreach is conducted through the Translation Plan. 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. In addition, we offer meetings informing parents of graduation requirements and program requirements.

b. Newcomers—Newcomers at the beginning level (to date 21 Newcomer ELLs have been placed at this level) are placed in the low level ESL class with two accompanying skills-intensive classes. Small group instruction is used extensively. Teachers scaffold instruction that is infused with differentiated instructional methodologies. They are given support through the implementation of a "buddy system" during ESL and ESL content-area classes and after school. In order to enhance teaching and learning for newcomers we make extensive use of audio-visual materials. We use adapted readers with accompanying Audio CDs. We also use the Heinle Reading Library mini-reader collection--

First Day of School, Here is My Family, After School Work, Teenagers in the Morning, Saturday Afternoon, Friends at Lunch, Working at the Supermarket, Career Day at School, Holiday Scrapbook and Joel's Senior Yearbook. Each book has an accompanying Audio CD. Through this series newcomer ELLs practice sounds, letters, grammar and vocabulary in a variety of contexts. In order to infuse content into ESL instruction for newcomers, we use the Heinle Footprint Reading Library--Columbus and the New World, How's the Weather?, Alaskan Ice Climbing, Volcano Trek and Happy Elephants-- featuring audio recordings of each reader as well as video from National Geographic Digital Media. Newcomers can read, listen and watch for full skills support. Photographs, organizational aids such as diagrams, graphs, tables, maps and charts assist students in reading non-fiction and expository readings. Activities integrated into each reader aid comprehension and help students apply information. We use illustrated dictionaries with interactive CD-ROM with sound and activities. Dedicated Spanish, French, Haitian-Creole, Russian and Chinese-speaking teachers work with the students and their buddies in small groups after school. Parental outreach is conducted through the Translation Plan. Parents are invited to attend welcome sessions. Students are enrolled in Title III before and after school programs as well as lunch time and intensive tutoring sessions.

c. ELLs receiving service 4 to 6 years—To date we have 67 ELLs in this category. Those who have not met the performance standard in listening, speaking, reading or writing are given small group instruction tailored toward the modalities, instructional supports including NYSESLAT and ELA Regents preparation materials, and audio-visual materials. We use Achieving on the NYSESLAT, published by Pearson Longman and Getting Ready for the NYSESLAT, published by Attanasio and Associates. Instruction is differentiated and vocabulary and grammar are taught in context. Students have the opportunity to take SAT preparation classes. We use SAT English and Math Software programs. We also use the Official SAT Preparation Book published by the College Board and the Peterson SAT Critical reading Workbook, Peterson Master Writing for the SAT and Peterson Math SAT Workbook. ELLs are also prepared for the ACT Reading and Writing tests. Title III Lunch Time and Before and After School Tutoring Programs are provided based on the assessed needs. Guidance conferencing is held and parental outreach is conducted as per the Translation Plan.

d. Long-Term ELLs-- Parents of our 64 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. Teachers of long-term ELLs are also provided with differentiated instruction. All four language modalities are addressed. We use the above-mentioned NYSESLAT, ELA Regents, SAT and ADCT Preparation resources.

e. ELLs identified as having special needs-- English Language Learners identified as "Special Education" on their IEP are programmed for ESL instruction as per their IEP. Currently 51 English Language Learners are designated as "Special Education." There are 30 on the 9th grade level, 14 on the 10th grade level and on the 11th 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. We use the Heinle Reading Library Illustrated Classics Collection with accompanying Audio CDs--the Invisible Man, The Prince and the Pauper, the David Copperfield, Mutiny on the Bounty, Pride and Prejudice, Aesop's Fables, etc. 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. There are 17 X-coded ELLs with special needs—8 on the 9th grade level, 5 on the 10th grade level and 4 on the 4th grade level. The breakdown for Special Education Entitled ELLs is as follows—22 on the 9th grade level, 9 on the 10th grade level and 3 on the 11th grade level.

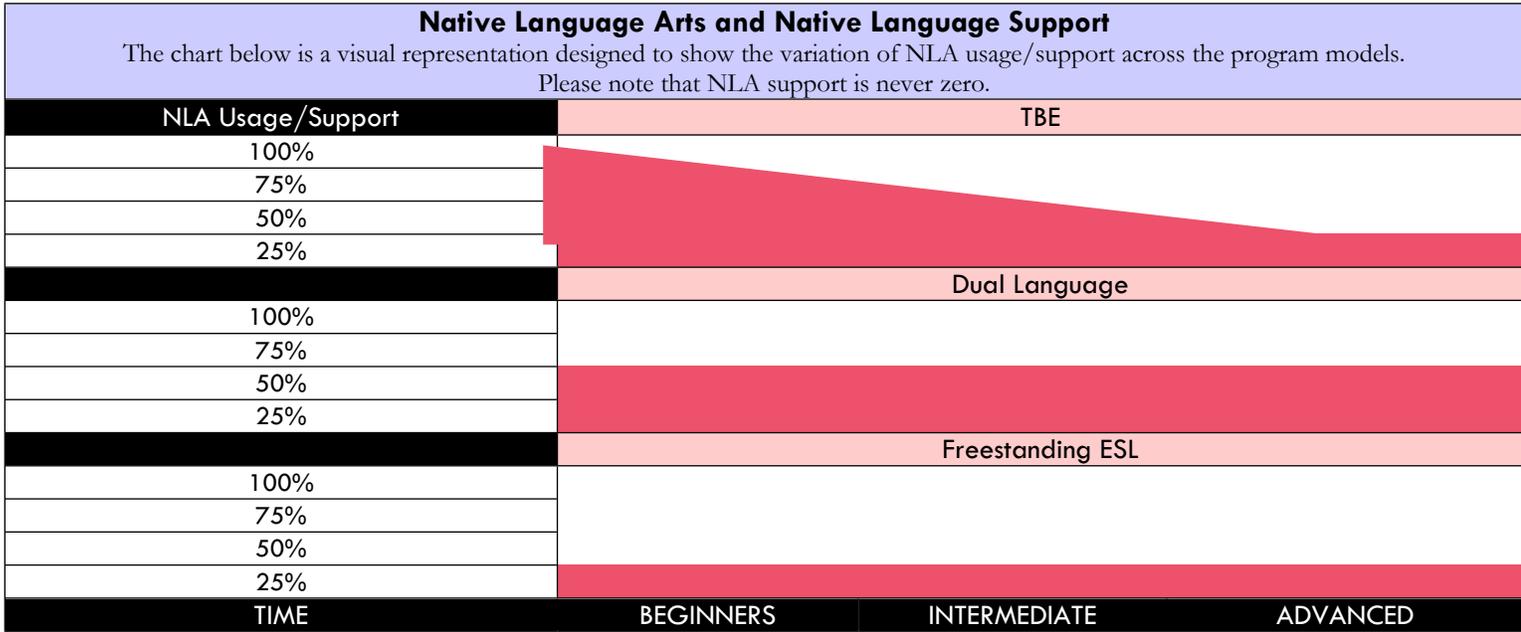
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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?

5. Targeted interventions for ELLs in ELA, math, and other content areas—In order to prepare ELLs for the ELA Regents Examination we offer Regents prep classes for both on-track and off-track ELLs. We offer comprehensive targeted intervention programs for Cohort 2010 and Cohort 2011 ELLs in ELA and in Mathematics. The Assistant Principal, ESL/Foreign Languages, the Assistant Principal, Mathematics and the Numeracy Coordinator and the LAB-R/NYSESLAT/BESIS Coordinator meet formally on a monthly basis and informally every week to set up credit recovery programs, tutoring programs and facilitate the implementation of interventions with teachers. We have set up a teacher "buddy" system through which staff members volunteer to meet with his/her selected group of cohort students to keep them on track, ensure that they attend class, make home outreach, enroll them in tutoring and remind them of the upcoming assessments. We communicate through the distribution of folders, e-mail and meetings. Additionally, we offer Title III Lunch Time and After-School ELA Regents prep, Intensive ELA Regents Tutoring. We offer SES tutoring before and after school and on Saturdays. We offer individual guidance sessions with students to review upcoming assessments and transcripts. Parents are informed in writing (multilingual letters) of the dates and times of the ELA Regents. Multilingual phone outreach is also conducted. During the ELA Regents bilingual word-for-word dictionaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjabi and Haitian Creole dictionaries to accommodate to the linguistic needs of newly-arrived immigrants speaking these languages. We continue to distribute Albanian, Chinese, Hebrew, Korean, Vietnamese, Russian, Spanish and Urdu dictionaries. With regard to math, we offer a special course for Cohort 2011 ELLs that is team taught by the Assistant Principal Mathematics and the Numeracy Coordinator. This year an Inquiry Team has been formed to address the needs of ELLs and Students with Special Needs in mathematics. Another Inquiry Team addresses ELLs in ELA. We offer Title III Before and After-School tutoring in Chemistry, Earth Science and Living Environment specifically for ELLs and Former ELLs as well as Global History and Geography and U.S. History and Government. Intensive tutoring is also offered in all of the content-areas mentioned above. For all content-area Regents exams we offer students the opportunity to use translated versions of the exams where available.

6. 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."

7. For the current school year we will continue to implement the newly-designed support program that we began for our Haitian population in response to the influx of Haitians after the earthquake in Haiti last February. We created an after-school tutoring program for Haitians in ELA and the content-area classes. Mr. Angrand a dean and teacher who is of Haitian descent has assisted the Assistant Principal, ESL/Foreign Languages in implementing this program. He has and will continue to work closely with her to pair students for tutoring, to tutor students in Global and U.S. History and to prepare Haitian students for the French Regents as well. In order to address the affective needs of our Haitian ELLs Ms. Mireille Casimir, a school social worker of Haitian descent counsels students. Ms. Chernikova, guidance counselor for ELLs is in charge of the Haitian Club.

8. No programs will be discontinued this year.

9. At James Madison we ensure that all ELLs are afforded equal access to the full range of school programs including tutoring, extended day, credit recovery, 40 clubs, sports activities, teams, SING, Spring Musicale, etc.

10. 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 age-appropriate 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 Booklist

ESL (L1)

Shining Star: Introductory Text and Workbook

ESL 1 Listening and Speaking Workshop (LS1)

Side by Side 1 – 1st half

ESL Beginner Curriculum: A New Approach

Word by Word (supplemental book)

Listening Materials from Shining Star

ESL 1 Reading & Writing (LS1S)

Write From the Start - 1st half

ESL Beginner Curriculum: A New Approach

Composition Practice: Book 1 3rd ed.

Pocahontas

Rip Van Winkle (Illustrated Version)

Legend of Sleepy Hollow

William Tell

ESL I (LIL) (Newcomer)

English is Fun

Grammar in Action 1

ESL 1 (LSIL) (Newcomer)

First Words

Collaborations Beginning Book 1

Stories to Tell Our Children

Friends at Lunch

Working at the Supermarket

Saturday Afternoon

After School Work

Teenagers in the Morning

ESL 1 (LSILL) (Newcomer)

The First Day of School (Heinle Reading Library)

Career Day at School

Here is My Family

Holiday Scrapbook

Joel's Senior Yearbook

Teen Stories

Oxford Picture Dictionary Workbook

ESL 2 (L2)

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

Tom Sawyer – Oxford

Jane Eyre

Elephant Man- Oxford

Around the World Oxford
Voices in Literature, Bronze

ESL 2 Listening and Speaking Workshop (LS2)

ESL Beginner Curriculum: A New Approach
English Is Fun--Amsco
Chapters 1, 2, 4, 7, 17, 19(photocopies)
Listening Materials from Shining Star

ESL 2 Reading and Writing Workshop (LS2)

Write From the Start - 2nd half
ESL Beginner Curriculum: A New Approach
English is Fun Amsco
Chapters 3, 5 ,6, 10, 11-15, 16 18, 20
Oxford Picture Dictionary of American English Workbook
Side by Side 1 – 2nd half
Dracula

ESL 2 (L2L) (lower level)

English is Fun
Grammar in Action 1

ESL 2 (LS2L)

Collaborations Beginning I Student Book
Reading Connections 1

ESL 2 (LS2LL)

Columbus and the New World (Footprint Reading Library)
Volcano Trek
Happy Elephants
How's the Weather?
Alaskan Ice Climbing

Oxford Picture Dictionary of American English Workbook

ESL 3 (L3)

Great American Stories I - Prentice Hall
Diary of Ann Frank
Dr. Jekyll and Mr. Hyde
Frankenstein
Picture of Dorian Gray
Billy Budd

ESL 3 Workshop (LS3)

Mutiny on the Bounty

Side by Side - Book 3 - Prentice Hall

Read All About It

Voices in Literature, Silver

Grammar in Action II

Reason to Write (low intermediate)

Reading Connections 2

ESL 4 (L4)

Great American Stories II - Prentice Hall

Far From the Madding Crowd - Oxford

Call of the Wild

The Story of My Life

White Fang

Tales of Mystery and Imagination

Great Expectations

Pride and Prejudice

ESL Workshop (LS4)

David Copperfield

Side by Side - Book 4 - Prentice Hall

React/Interact - Prentice Hall

Weaving It Together III - Heinle & Heinle

Composition Practice

Romeo and Juliet (play)

Reason to Write (intermediate)

Reading Explorer 1

ESL 5 (L5)

American Short Stories Heinle

The Invisible Man

Lord Jim

Reading Matters 1

ESL 5 Workshop (LS5)

No Promises in the Wind

Weaving It Together IV – Heinle

Arrivals - Addison Wesley

Grammar Sense 3 Oxford-- photocopies

Grammar in Use Cambridge-- photocopies

Practice Book for the Regents English Language Arts Assessment

ESL 6 (L6)

The Pearl - Everbind

Farewell to Manzanar

Flowers for Algernon--Everbind

Red Badge of Courage

At the Door

Rethinking America 3

Turning Points 4

ESL 6 Workshop (LS6)

The Red Pony

Romeo & Juliet

Lilies of the Field

Arrivals - Addison Wesley

The New Comprehensive English Examination Guide

Listening and Notetaking Skills 2/Noteworthy (and accompanying audio and video tapes)

LR1S

Seedfolks

Title III Short Story Curriculum

Title III Poetry Curriculum

"War"

Rethinking America III

The New Comprehensive English Examination Guide (half of the book)

Take on Listening 1/Listening and Speaking Strategies, and accompanying audiotapes (half of the book)

LR2S

Buried Onions

Rethinking America III

The New Comprehensive English Examination Guide (half of the book)

Take on Listening 1/Listening and Speaking Strategies, and accompanying audiotapes (half of the book)

E5L

Night

Ordinary People

Breadgivers

Barron's Regents Exams

Let's Review: English—Barron's

ESL 7 Workshop (LS7)

A Separate Peace

Reflections

Introducing the Short Story--Amsco

"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"

E6L

The Miracle Worker

My Antonia

Flowers for Algernon

Twelve Angry Men

Listening and Notetaking Skills 3/Advanced Listening Comprehension (and accompanying audiotapes)

ESL 8 Workshop (LS8)

To Kill a Mockingbird

The Grapes of Wrath

A Raisin in the Sun

Listening and Notetaking Skills 3/Advanced Listening Comprehension (and accompanying audiotapes)

LS9

I Know Why the Caged Bird Sings

All My Sons

The Great Gatsby

A Streetcar Named Desire

Black Boy

One Flew Over the Cuckoo's Nest

LSO

Fences

Death of a Salesman

The Old Man and the Sea

The Diary of a Young Girl

The Glass Menagerie

LT1S (High Advanced Workshop I)

Inherit the Wind

Elephant Man

LT2S (High Advanced Workshop II)

Little Women Everbind

The Good Earth

A Raisin in the Sun

Of Mice and Men

The Bluest Eye

Listening and Notetaking Skills 3 (and accompanying tapes)

ESAE--SAT Preparation

Peterson's SAT Preparation Mathematics

Peterson's SAT Preparation --Critical Reading, Writing

College Board SAT Preparation

College Now

House on Mango Street

Holes

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

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.

11. Native language support is delivered in the Free-Standing ESL Program in a variety of ways. Students use bilingual glossaries and word-for-word dictionaries. In the content-area classes we pair students who speak the same language (we pair more English proficient speakers with less English proficient speakers). We offer NLA in Chinese and Russian where students learn to transfer skills and proficiencies from the native language to English. We offer peer tutoring through our "Buddy System" before and after school, during lunch hours and tutors also assist teachers during class. Bilingual counselors are available Spanish and Russian. The LAB/R/NYSESLAT/BESIS Coordinator is Chinese-speaking. We have a multicultural faculty and many of our teachers speak the languages of our students. We offer a wide variety of translation services through our Translation Plan to accommodate to the needs of parents of ELLs. The holdings in the Madison Library reflect a wide range of multilingual books, materials and resources.

12. Required services support, and resources correspond to ELLs' ages and grade levels. All materials, texts and resources used for the instruction of ELLs are age-appropriate and infused with academic rigor to ensure that these students have full access to the instructional program and are on a level playing field with their English-proficient peers. Instruction is standards-based and nothing is "watered down". Students are expected to achieve to high standards with the appropriate supports and interventions. ESL classes are infused with content-area material. We have carefully selected short stories, novels and plays that are appropriate for high school students (please refer to the attached list of instructional materials).

13. We offer many activities to assist newly-enrolled ELLs before the beginning of the school year. We hold orientation sessions in the spring and in the fall with multilingual assistance. We have established a "Buddy System" to assist students in becoming familiarized with the school plant, classes, programs, laboratory requirements, school and graduation requirements.

14. All ELLs have access to foreign language classes in Chinese, French, Italian, Russian and Spanish, including Advanced Placement Spanish. Also, we make arrangements for LOTE examinations in available languages.

C. Schools with Dual Language Programs

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)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What 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 (including non-ELL teachers) as per Jose P.

1. 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. 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. This year we shall focus on the New ELA Regents format and content. Another related initiative has been the implementation of laboratory manuals for English Language Learners in Living Environment, Chemistry, and Earth Science. As indicated earlier, the purpose of these manuals is to familiarize English Language Learners with the terminology and methodologies specific to each subject area to meet state requirements. The main focus of Title III Professional Development efforts over the past several years has been the creation and implementation of a short story curriculum for English Language Learners who are mandated to take the ELA Regents, but who are at the intermediate level of study, a poetry curriculum and a differentiated instruction with tiered assignments curriculum. These curricula are implemented in the Title III lunch-time and intensive tutoring sessions. We shall continue to focus on using ARIS, Acuity and Performance Series to empower teachers to tailor instruction to the diverse needs of our ELLs. This year we have purchased Skedula—a student information system for tracking student attendance and transcript data. It enables teachers to write anecdotal records and has an integrated online grade book. We intend to conduct professional development for all teachers so that they can better serve students. Members of teams will continue to 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 from the ELL Periodic Assessment, NYSESLAT, Acuity, Performance Series and Regents to inform instruction | Monthly Department Meeting, February Title III PD, ongoing |
| 2. Implementation of differentiated instructional methodologies. | Monthly department meetings, teacher team meetings, November Title III PD, ongoing |
| 3. Training for the New ELA Regents Examination | November 2010, December 2010, January 2011 |
| 4. Curriculum Mapping/Design of units and organization of instruction around Big Ideas and Essential Questions in each discipline Core Standards | September 2010 PD Day, November 2010 PD Day, Monthly Department Meetings, Teacher Team Meetings--ongoing |
| 5. 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. | Monthly Department Meetings, December 2010 Title III PD Teacher Team Meetings, ongoing |
| 6. Alignment of curricula with assessments. Professional Development Day, January Professional Development Day) | September Professional Development Day, November Professional Development Day |
| 7. Use and design of rubrics. | Ongoing) |
| 8. NYSESLAT training--Administration and Scoring | Spring 2011 |
| 10. Skedula Training | November 2010 PD, January 2011 PD, ongoing |
| 11. Smart Board Training | Ongoing |
| 12. Language Allocation Policy Training | November and March Title III Professional Development, |

13.	New Teacher Training	September 2010 to June 2011
14.	Designing Fair and Credible Assessments	Monthly Department meetings, ongoing
15.	Social-Emotional Learning	September 2010, ongoing
16.	Differentiated Instruction and Response to Intervention	Monthly Department meetings, ongoing
17.	Collaborative Inquiry	Monthly Department Meetings, ongoing
18.	Contextualization of Grammar and Vocabulary	Ongoing
19.	Establishing Functional Print-Rich Classroom Environments	Ongoing
20.	SIFE, Long-Term ELL Intervention	September 2010

2. Staff is supported to assist ELLs as they transition from middle to high school by focusing on student attendance patterns in the ninth grade, apprising staff of guidance supports and academic interventions. Training in data gathering tools and student information systems like ARIS and Skedula will greatly enhance our teachers' capacity to lead 9th graders to transition more easily into high school. Staff is assisted as they support ELLs as they transition from one school level to the next by keeping them informed through the dissemination of a bi-annual Articulation Sheet which identifies all staff serving ELLs, through the dissemination of letters to ELA teachers informing them of the ELLs in their advanced ELA classes, through the dissemination of lists identifying former ELLs and the accommodations that we provide to them for two years after exiting from the program, through providing them with data and resources from Acuity, Performance Series, the ELL Periodic Assessment, ELA Regents, Item analysis on other content-area Regents Examinations and through providing them with Skedula which enables them to have access to all of the available data on ELLs and former ELLs in the building.

3. As per Jose P. we continue to conduct ongoing training for all staff through teacher teams, department meetings, staff development days and other staff trainings throughout the school year. All new personnel and returning personnel who do not hold ESL or Bilingual Licenses are required to receive 7.5 hours of ELL training through a variety of venues. Training is ongoing and recorded through sign-in sheets and agendas throughout the year.

E. Parental Involvement

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?

1. Extensive outreach is made to the parent community at James Madison High School on an ongoing basis. Parents/Guardians of English Language Learners have equal access and opportunity to participate in a wide variety of Parent Teacher meetings, orientation sessions, functions, bookfairs, etc. We encourage parents of ELLs to participate in school events. Parents of newcomer ELLs are welcome at intake and are invited to one-on-one and group sessions throughout the year to familiarize them with the school community. There is ongoing multilingual communication with parents through the above-mentioned venues and through letters, flyers, announcements, phone calls, and Phonemaster. Parents of ELLs are consistently informed of the dates and times of upcoming assessments. They are also informed of all tutoring programs. Parents are provided with appropriate information so that they can make informed decisions and choices regarding placement of their children in appropriate programs. They are informed about programming, the Discipline Code, Parents' Rights and Responsibilities, school and diploma requirements, requirements for Bilingual Education and English as a Second Language Programs. The Parent Coordinator, Ms. Laraine Izzo plays a strong role in the parent community. She works closely with the Assistant Principal, ESL/Foreign Languages and the LAB-R/BESIS Coordinator to ensure that we are up-to-date regarding parental involvement activities at the school and through the DOE. She sends us e-mails on a regular basis informing us of whatever events are planned for parents of ELLs. She attends all of our parent sessions and puts effort into helping the parents of ELLs feel safe and comfortable in the educational setting. At the Fall and Spring Parent/Teacher Conferences she assists us with setting up displays and tables with multilingual informational bulletins and tutoring schedules for parents of ELLs. The Guidance Department plays a vital role in serving the parents of ELLs. They keep in constant contact with parents, keeping them informed about attendance, grades, assessments, behavior and other issues.

2. We continue to collaborate with the Jewish Board.

3. Our Parent Survey and Program Selection forms reflect the intention of parents of ELLs to have their children placed in ESL over the Bilingual Program. We review them periodically to continue to determine parent choice. Our parental involvement activities address the needs of parents of ELLs. We assess their needs in a variety of ways--questionnaires, interviews, workshops, surveys, Parent/Teacher Conferences.

4. All of our parental involvement activities address the needs of parents of ELLs. They participate in a variety of roundtable discussions (with their children) informational sessions because they need to be informed about school life, school requirements, guidance support, instructional support programs, community-based organizations (outside counseling, employment opportunities, etc.)

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									29	42	2	7	80
Intermediate(I)										50	68	32	50	200
Advanced (A)										40	22	21	24	107
Total	0	0	0	0	0	0	0	0	0	119	132	55	81	387

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										4	15	0	3
	I										25	42	17	27
	A										30	33	20	19
	P										42	28	11	30
READING/WRIITING	B										24	33	2	5
	I										45	69	28	44
	A										30	16	14	26
	P										2	0	4	4

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	69		18	
Math <u>Integ. Alg</u>	80	70	29	34
Math				
Biology				
Chemistry	38	0	20	0
Earth Science	36	13	19	10
Living Environment	77	48	37	32
Physics				
Global History and Geography	52	80	23	58
US History and Government	18	44	17	41
Foreign Language	76		76	
Other				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. At James Madison High School we use the results of the ELL Periodic Assessment in listening, reading and writing to assess the progress our ELLs are making toward proficiency and to inform instruction accordingly. We use the Acuity Predictive assessment to assess the progress ELLs, both off-track and on-track are making toward meeting the ELA Regents requirement. We also use Performance Series for 9th and 10th graders. The improvement of reading comprehension and writing skills continues to be a major focus of instruction for ELLs as indicated by the results of these assessment tools. Much attention is given to the teaching of vocabulary-in-context to lead students to improve reading comprehension. Teachers also focus on leading students to recognize an author's purpose, to summarize dense text, to draw conclusions, to reference properly, etc. Ongoing attention is given to the teaching and learning of grammar-in-context

2. The majority of ELLs at James Madison High School are at the intermediate and advanced levels of instruction as per NYSESLAT and LAB-R testing. 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

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 have continued collaboration with all instructional Assistant Principals to ensure compliance on all Regents Examinations.

4. For the Free-Standing ESL Program:

- a. Across proficiencies and grades ELLs the majority of ELLs are at the intermediate and advanced levels of ESL. With regard to content-area assessments taken in English and the native language, results indicate that students fare better in the native language.
- b. 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.
- c. 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 and Skedula we anticipate the continued need for the implementation of instructional initiatives to ensure that ELLs have access to rigorous content and achieve success on state assessments. Among these instructional initiatives are: the use of the results of assessments and resources from the assessments to support ELLs in their efforts to increase reading and writing proficiency in English; scaffolded instruction with special emphasis on modeling, bridging, contextualization, schema building, metacognitive development and text representation and differentiated instruction.

5. N/A

6. We evaluate the success of our ELLs through scholarship reports that reveal passing percentages in ESL, ESL content-area and NLA classes; Regents results, NYSESLAT and participation in Title III Before and After-School and Lunch Time tutoring Programs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		