



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JAMES MADISON HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K425

PRINCIPAL: JOSEPH A. GOGLIORMELLA EMAIL: JGOGLIO@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Joseph A. Gogliormella	*Principal or Designee	
Maria Bucca	*UFT Chapter Leader or Designee	
Marisa Gerone	*PA/PTA President or Designated Co-President	
Mary Juliano	School Leadership Team Chairperson/UFT	
Lauren Casale Arnelle Devallan	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ruth Porcelli	Member/ parent	
Margie Sypick	Member/ parent	
Anthony Gerone	Member/parent	
Rita Chess	Member/ UFT	
Rosalie Albala	Member/ UFT	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By August, 2012, the number of third year students who are promoted to senior year with their cohort will increase by 5%.

Comprehensive needs assessment

After reviewing the school wide data in the progress report we identified that students earning ten or more credits in their third year was a population of concern. Comparing our data to citywide data, we observed that we were at par or above average for first and second year students. A school wide inquiry focus is on moving the third year to progress at the same pace as their peers. Therefore, the student's progression will also lead towards meeting graduation requirements. For the past seven years, the graduation rate has been steadily increasing. With the changes in the NYS graduation target in 2010, our 70% did not meet the 72% target therefore resulting in us not making AYP. Last year, we met and exceeded the target therefore focusing on the third year students will ensure that we continue this trend.

Instructional strategies/activities

- a) Provide students with individualized academic support plans which will include one on one tutoring, peer-tutoring, opportunities to recover credit and/or make-up classes.
- b) Guidance monitoring of progress towards meeting promotional requirements which is clearly articulated with student, parents and support staff.
- c) Use of school wide communication using Skedula (an online student information system that provides parents, students and staff with access to a student portfolio),
- d) From September, 2011 until August, 2012 students will meet after each marking period with their Guidance Counselors to identify progress points and set individual goals towards meeting these points. Regular monitoring of progress made using credit recovery opportunities that are available in the building.
- e) Citizenship/Academic recovery center: provides guidance and credit recovery opportunities for at risk students.
- f) Positively reinforce the achievement of Senior students who pass all their classes each marking period with "I will graduate days", participation in overnight trips, prom and other co-curricular activities.
- g) Monthly parent meetings in the multiple languages to include parents in the triangulation of student academic success.
- h) Madison Merits program – token economy system that is used to reward students for their positive behavior and academic accomplishments.

Strategies to increase parental involvement

- Representation of administration at the PTA meetings to provide opportunities for parents to further learn about the diversified opportunities the school offers for their children's further development and growth as learners.
- Parental daily notification of student absences and individualized notifications by teachers for period attendance. Increased use of school's website as a means for parents to communicate with the staff.

Strategies for attracting Highly Qualified Teachers (HQT)

- Assistant Principals attend hiring hall opportunities and interview anyone who comes to the booth to see if they are HQ.
- Networking with colleagues in the DOE.
- Posting of vacancies on Open Market hiring system to provide opportunities for all NYCDOE educators to apply.
- Our teachers are mentors to the local colleges' student teachers – hopefully increasing the citywide pool of HQ candidates.

Service and program coordination

- We offer after school tutoring through Title III for our ELL students in the subject areas.
- Our library is open Monday through Thursday until 4:00 pm for all students to receive peer or teacher guided tutoring in any subject they need assistance in.
- Throughout the academic day, the library is open for students to work on computers with the assistance of an Educational Para or Librarian to drive their own academic growth.
- Any student who wishes to participate in an after school co-curricular program must first show evidence of academic success, therefore students are mandated to attend tutoring to meet their personal goals.

Budget and resources alignment

- Tax Levy (TL), CASA funds are used to support the staffing and student incentives to help the cohort meet their individual goals through their involvement in co-curricular activities.
- TL funds to support the merit program and the giveaways for the seniors who pass all of their classes.
- TL funding to support the staff for the Citizenship/Academic Recovery Center.
- TL funding to support reduction in Guidance Counselor caseload.
- Title III funding for translation of school wide documents.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By August, 2012 the number of LEP students passing the Global History Regents examination with a 65 will increase by 5%.

Comprehensive needs assessment

Based on past years regents results for Global History, we identified that the students in the LEP population have struggled. Low performance on this test has led to a lower graduation rate within this population. These students have scored far below the mean of the rest of the school population on this exam. Based on the findings of our internal document based School Quality Review, we identified a need to further enhance differentiation across the content areas. Therefore, in an effort to ensure that these students demonstrate on this exam and graduate high school on time we are focusing on supporting these students to succeed on this exam. Additionally, we discovered through our internal SQR the need for further inter-visitation as a means of professional development.

Instructional strategies/activities

- a. Provide students with individualized academic support plans which will include one on one tutoring, peer- tutoring , opportunities to recover credit and/or make-up classes.
- b. Bilingual Guidance counselors collaboration with teachers to monitor student academic progress in the Global Studies class,
- c. Assistant Principals of ESL/Foreign Languages and Social Studies will create cohorts of students for their staff to buddy with in order to monitor their academic growth.
- d. Use of school wide communication using Skedula,
- e. From September, 2011 until August, 2012 students will meet regularly with their Guidance Counselors to identify progress points and set individual goals to meeting these points.
- f. Monthly parent meetings in the multiple languages to include parents in the triangulation of student academic success.
- g. Continuation of the school Madison Merits program to reward students with Madison Merit dollars for their positive behavior and academic accomplishments.
- h. Peer tutoring established through Title III and Student Government. The students are trained using NYSTROM Atlas (differentiated instructional material) so peer tutors can provide skill based instruction. The peer tutors are also used as teacher assistants to push into the classroom and assist students by translating and helping newcomers.
- i. Purchasing of new textbooks to be used in the Global History classroom.
- j. Title III tutoring to supplement the classroom learning and further differentiate to accommodate individual student's needs,

Strategies to increase parental involvement

- Monthly parent meetings in the home languages.
- Automated phone messengers to families' of LEP students are sent out in their native language as designated in their home language survey.
- Parent meeting invitation letters are sent the homes in the student's home language.
- Guidance counselors invite parents to individual student meetings when the counselor-teacher collaboration identifies a change in the child's performance level.

Strategies for attracting Highly Qualified Teachers (HQT)

- Assistant Principals attend hiring hall opportunities and interview anyone who comes to the booth to see if they are HQ.
- Networking with colleagues in the DOE.
- Posting of vacancies on Open Market hiring system to provide opportunities for all NYCDOE educations to apply.
- Our teachers are mentors to the local colleges' student teachers – hopefully increasing the citywide pool of HQ candidates.

Service and program coordination

- Title III tutoring and purchasing of supplies to enrich the ELL population are offered by our in-house staff members using differentiated curricula and instructional materials

Budget and resources alignment

- Tax Levy funding will be used to fund the staffing for academic programs as well as the Merit program.
- Title III funding will be used to supplement Tax Levy activities for the tutoring programs.
- ACCESS books for Global History and US History have been purchased and implemented in the classes uses NYSTL textbook funding.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June, 2012 the number of students with disabilities (SWD) passing Algebra classes will increase by 3% .

Comprehensive needs assessment

After reviewing scholarship reports for the past year, we noticed that during the fall 2010 semester, 115 (60.8%) out of the 189 SWD who took Algebra achieved a passing grade. Similarly, in the spring 2011 semester, 55 (61.8%) out of the 91 SWD who took Algebra achieved a passing grade. The combined passing percentage of SWD in Algebra for the 2010 - 2011 school year was 61.2%. Therefore, we are going to focus on the individual needs of these students to improve their performance in Mathematics class. The school did not make AYP in Mathematics in the sub-group of students with disabilities therefore the need to focus on their skills will help them prepare for the Regents.

Instructional strategies/activities

- a. Differentiation of Instruction using multiple ICT models such as panel teaching and push in Special Education teacher.
- b. Continuous evaluation and support of teaching practices through co-observation by AP, Mathematics and AP, Compliance
- c. Professional Development for teaches on the ICT model both in house and through outside providers when available.
- d. Improved articulation of students' special academic needs through the use of Skedula, SESIS and letters from Special Education teachers to the General Education teachers.
- e. Supplemental online academic interventions
- f. Conferencing and Portfolio assessment

Strategies to increase parental involvement

- Representation of administration at the PTA meetings to provide opportunities for parents to further learn about the diversified opportunities the school offers for their children's further development and growth as learners.
- Parental daily notification of student absences and individualized notifications by teachers for period attendance.
- Increased use of school's website as a means for parents to communicate with the staff.
- The numeracy coordinate reaches out to each student's home in the cohort to inform the parents each of the six marking periods of their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Assistant Principals attend hiring hall opportunities and interview anyone who comes to the booth to see if they are HQ.
- Networking with colleagues in the DOE.
- Posting of vacancies on Open Market hiring system to provide opportunities for all NYCDOE educations to apply.
- Our teachers are mentors to the local colleges' student teachers – hopefully increasing the citywide pool of HQ candidates.

Service and program coordination

- Students participate in after school tutoring programs through Project Support and those eligible, through Title III.
- The numeracy coordinator pulls out individual students to prepare a plan for them and their skills.

Budget and resources alignment

- ARRA RTTT and C4E funding will supplement Tax Levy funding to provide further resources to increase time on task for students in the Algebra classes.
- TL funding will support the .2 for the numeracy coordinator.
- TL funding to purchase Skedula.
- TL funding to purchase school's website.
- VATEA funding will also be used to provide additional hours to update curriculum to align it with the CCLS.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	156	272	87	88	90	0	2	2
10	96	348	115	51	50	0	5	1
11	36	201	90	166	40	0	2	0
12	87	59	92	140	39	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Students are in a double period class that uses the Ramp Up Literacy model. Each day the students are given time in the classroom to read independently with teachers monitoring them to strengthen their skills by addressing the daily habits of good readers that will carry across disciplines. The students will also participate in an IRWP to learn to analyze informational text. ELL students are pulled out of classes to receive tutoring.
Mathematics	The ICT model awards students the opportunity to take advantage of two teachers to implement differentiation. A push-in Special Education teacher works individually with students to assess their academic progress and those students who are not meeting standards receive pull-out tutoring. Students also participate in a school wide Algebra and Geometry project in which they will use equations and equalities to solve real world problems mathematically.
Science	The use of non-regents science classes provides students with a foundation of science skills before entering regents based science sequence. Teachers provide assistance to students to enhance their lab portfolios during their lunch periods. In the literacy class, students are taught comprehension strategies that help in the analysis of scientific informational text and also strategies to assist with vocabulary development.
Social Studies	Tutoring is available throughout the day. The student government and Title III buddy systems have established Peer tutor programs. The tutors are provided with NYSTROM Atlas so peer tutors can provide skill based instruction. PLATO is used by several teachers as enrichment. ACCESS books for Global History and US History have been purchased and implemented in the classes. Units in the literacy class were redesigned to be aligned with the Social Studies curriculum. The students are provided with specific instruction of comprehension strategies to assist them with the reading content area texts.
At-risk Services provided by the Guidance Counselor	Pull out on a weekly basis using contracts that are signed-off on creating academic and social goals. Individual and small group meetings are available.
At-risk Services provided by the School Psychologist	Regular evaluations and discussions in small groups
At-risk Services provided by the Social Worker	Provides a link to community resources and referral to appropriate agencies.
At-risk Health-related Services	Our school nurse works with each student who has a 504 based on their individual needs.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 22K425 **School Name:** James Madison High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Mathematics – SWD subgroup

After reviewing examination data, we identified that 19 of our 2012 students with disabilities (SWD) cohort have failed or not taken the Algebra Regents exam and 22 of them have received grades of 55-64. The current performance index (PI) for this subgroup is 139. This PI is below the 176 effective annual measurable objective (EAMO) for this year.

Graduation

For the past seven years, the graduation rate at James Madison High School has steadily been increasing from 62.3% to the current graduation rate of 73.4%. For the graduating class of 2009, New York State changed our graduation rate target from 55% to 72%. That year we achieved a 70% graduation rate. Although, we met and exceeded the original target, we did not meet the new target for that year and the following year. For the graduating class of 2011, through focused interventions, we met and exceeded our graduation rate target of 72% by achieving a 73.4%. This year we will continue these efforts to address the needs of all senior students to reach the new target of 75% graduation rate.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Mathematics – SWD subgroup

- Increased articulation and sharing of relevant instructional data on this cohort
- Increased communication across mathematics department teachers
- Pull-out interventions (one-to-one tutoring, guidance interventions) by the Math Cohort Inquiry Team
- A Regents Preparatory class, in which Special Education teachers push-in to work individually with identified students to assess and address these students' individual needs.
- Increase the number of guidance interventions

Graduation

- Increase the number of guidance interventions, monitoring credit and regents
- Junior and Senior checklists
- Citizenship / Academic recovery center: provides guidance and credit recovery opportunities for at risk students
- Positively reinforce the achievement of Senior students who pass all their classes each marking period with "I will graduate days", participation in overnight trips, prom, and other co-curricular activities
- Project support and lunch period tutoring opportunities

- Redesigning the role of guidance counselors during summer school with constant monitoring and targeted interventions to address the needs of Senior students
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**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader William Bonner	District 22	Borough Brooklyn	School Number 425
School Name James Madison High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Joseph A. Gogliormella	Assistant Principal Maria Di Lorenzo
Coach RoseAnn Salatino/Literacy	Coach Martina Gately/Mathematics
ESL Teacher Wan Siu /Mok	Guidance Counselor Rita Chess
Teacher/Subject Area Lisa Green/ESL	Parent Olivia Duran
Teacher/Subject Area Sophia Vroulos/Social Studies	Parent Coordinator Laraine Izzo
Related Service Provider Mireille Casimir	Other Wendy Krasnoff,/ESL Teacher
Network Leader William Bonner	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	17	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	12
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3004	Total Number of ELLs	424	ELLs as share of total student population (%)	14.11%
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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, Ms. Frances Pierce and the Assistant Principal Pupil Personnel, Mr. Jason Marino. The secretary reviews the disposition letter, checks ATS for exam history and home language. For those students whose home language is a language other than English, a trained pedagogue is called upon to assist the parent with the Home Language Survey and other forms. Among the trained pedagogues that fulfill this responsibility and can translate for parents and assist with the filling out of necessary forms are Bilingual/ ESL Guidance Counselors, Ms. Maria Aucello, Ms. Natasha Chernikova, Ms. Rita Chess, Ms. Raquel Fernandez and the LAB-R/NYSESLAT/BESIS Coordinator, Ms. Wan Siu 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 for a language for whom we do not have a translator, the Parent Coordinator will wait with the parent until a translator is contacted from the Translation Bureau. 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 multilingual Parent Guide, the Discipline Code (in the home language when possible) and other multilingual informational materials, and inform them of school rules and student and parent rights and responsibilities. We review the graduation requirements, school requirements and testing requirements (and provide parents with multilingual copies). We make the parent/guardian aware of tutoring opportunities in the school, especially Title III and Project Support. 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 counselor provides contact information (telephone numbers, office hours, etc.). The Home Language Survey responses, and informal responses from the student interview 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 NYSESLAT 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 Siu Mok, a fully licensed certified and tenured ESL teacher sets up an individual online viewing of the DOE's video in the appropriate language. After LAB-R testing, Entitlement Letters are sent out. For

those who test out of LAB-R, non-entitlement letters are sent. 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. Natasha Chernikova and Ms. Rita Chess., the Parent Coordinator, Ms. Laraine Izzo, the Assistan Principal, Compliance, Mr. Jose Inoa, the Assistant Principal Pupil Personnel, Mr. Jason Marino and Mr. Mohamad Arshad, URDU-speaking substitute teacher and parent of former ELLs. 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. Multilingual versions are distributed. Letters and agendas are translated into the major languages. 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. We also send out via U.S. Postal Service, multilingual placement letters after the LAB-R is administered and non-entitlement letters to parents and guardians of students who test out of LAB-R. (We also send out via U.S. Postal Service, non-entitlement letters for those students who test out of NYSESLAT.)

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. To date the following represent current parent choice for bilingual programs: Russian (8), Urdu (3), Chinese (6), Ukranian (2), Uzbek (7), Haitian (2), Spanish (3), Arabic (1), Georgian (1) and French (1).

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 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										138	149	56	81	424
Push-In														0
Total	0	0	0	0	0	0	0	0	0	138	149	56	81	424

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	424	Newcomers (ELLs receiving service 0-3 years)	281	Special Education	50
SIFE	25	ELLs receiving service 4-6 years	73	Long-Term (completed 6 years)	70

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	281	9	5	73	7	9	70	9	36	424
Total	281	9	5	73	7	9	70	9	36	424

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

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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										19	23	8	7	57
Chinese										36	44	11	31	122
Russian										29	24	16	16	85
Bengali														0
Urdu										14	11	3	4	32
Arabic										8	5	5	3	21
Haitian										4	5	1	2	12
French										1	2		2	5
Korean														0
Punjabi											1			1
Polish											1			1
Albanian										3	1		1	5
Other										24	32	12	15	83
TOTAL	0	138	149	56	81	424								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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.

A. Programming and Scheduling Information

b. ELLs are homogeneously grouped as per NYSESLAT/LAB-R results for the self-contained ESL classes. They are heterogeneously grouped for ESL content-area classes in Health, 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 Regents Preparation class and an accompanying skills-intensive ELA Regents prep workshop class. Cohort 2012 and 2013 students who are not on grade level are enrolled as a cohort in a specially-designed ELA Regents Prep class and 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 2013 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 Newcomer ESL class with two accompanying workshop classes; one beginning level ESL class, with two accompanying skills classes; two sections of low-intermediate ESL with two accompanying skills classes; three sections of high-intermediate ESL with two accompanying skills classes; two sections of off-track ELA Regents prep skills classes; one advanced level ESL skills class for 9th and 10th grade ELLs on the advanced level, one English Regents prep class for Cohort 2013 students with three accompanying skills classes and two post-Regents skills classes. We also created two Speech classes for ESL students who passed the ELA Regents. Cohort 2012 and 2013 students are offered College Now Basic English through Kingsborough Community College. Students enrolled in this course are led to increase their proficiency in written English. Currently, we do not have sufficient numbers to constitute Bilingual Programs; however, when they are offered, Bilingual classes are taught according to the Transitional Model of Bilingual Education. In content-area Bilingual classes, more of the native language is used at the inception of instruction. As students become more proficient in English, a transition is made to the use of more and more English as the language of instruction. These courses are infused with academic rigor to maximize the potential of Bilingual students to develop higher-order thinking skills in English and their native language.

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 four ESL Living Environment classes; two ESL Chemistry classes and three 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; three sections of ESL U.S. History and Government, term 1 and three sections of ESL Participation in Government. This year we implemented two sections of ESL Health. 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

A. Programming and Scheduling Information

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 bilingual glossaries and bilingual dictionaries to ELLs in content-area classes.

4. In order to ensure that ELLs are appropriately evaluated in the native language pre, interim and post-assessments are designed and administered.

5. 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.

a. SIFE-- For our 25 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 differentiated primarily through tiering to accommodate to the needs of these students and to immerse them in a variety of language intensive activities. We use Reading Connections 1 and 2 and Reading Explorer 1 and 2 with accompanying audio and video resources to provide students with high-interest contemporary reading topics and to help them develop skills for success in real-world settings. Readings are on 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 to accelerate learning. Grammar instruction is embedded in the texts. In Algebra and Geometry we use Math XL and online

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% 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.	75%	50%	25%
50% b. Newcomers-- Currently we have 281 ELLs in this category. To date, 18 newly-arrived ELLs LAB-R tested on the beginning level, 5 on the intermediate level and 19 on the advanced level.	100%	75%	50%
100% 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 adapted readers with audio recordings--First Day of School, This is My Family, After School.	75%	50%	25%
100% 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, Inca Trek and Happy Elephants-- featuring audio recordings of each reader as well as video from National Geographic Digital Media. Newcomers can read, write, listen and speak.	75%	50%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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 73 ELLs in this category. Those who have not met the performance

B. Programming and Scheduling Information--Continued

8. 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.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. 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 2012 and Cohort 2013 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 NYSESLAT, ELA Regents prep, Intensive ELA Regents Tutoring. 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 on a consistent basis to inform parents of upcoming assessments, attendance issues, tutoring opportunities, parent meetings, etc. During the ELA Regents bilingual word-for-word dictionaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjab, Turkish and Haitian Creole dictionaries to accommodate to the linguistic needs of newly-arrived immigrants speaking these languages. We continue to distribute Albanian, Arabic, Chinese, Hebrew, Italian, Korean, Russian, Spanish, Urdu and Vietnamese dictionaries. TeacherTeams address ELLs in ELA, particularly off-track ELLs. We offer Title III 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 bilingual glossaries, word-for-word bilingual dictionaries and translated versions of the exams where available.

9. With regard to transitional support for students reaching proficiency on the NYSESLAT, we offer content-area support, 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."

10. For the current school year we will continue to implement the support program that we began for our Haitian population in response to the influx of Haitians after the earthquake in Haiti. 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. We also implemented a special after-school program for Chinese English Language Learners to help them make gains on NYSESLAT and the English Regents since many of these students are enrolled in off-track ELA Regents classes. Mr. Fung and Mr. Gu, Chinese-speaking ESL teachers and Ms. Mok the ESL Coordinator are in charge of this program. For our Spanish-speaking ELLs we provide Title III After-School tutoring in the content-areas and NLA. Mr. Rivera, a veteran Spanish teacher provides this support. In response to the need of ELLs for extra support in Health classes we implemented two ESL health classes. Students are

B. Programming and Scheduling Information--Continued

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

8. 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 2012 and Cohort 2013 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 NYSESLAT, ELA Regents prep, Intensive ELA Regents Tutoring. 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 on a consistent basis to inform parents of upcoming assessments, attendance issues, tutoring opportunities, parent meetings, etc. During the ELA Regents bilingual word-for-word dictionaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjab, Turkish and Haitian Creole dictionaries to accommodate to the linguistic needs of newly-arrived immigrants speaking these languages. We continue to distribute Albanian, Arabic, Chinese, Hebrew, Italian, Korean, Russian, Spanish, Urdu and Vietnamese dictionaries. TeacherTeams address ELLs in ELA, particularly off-track ELLs. We offer Title III 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 bilingual glossaries, word-for-word bilingual dictionaries and translated versions of the exams where available.

9. With regard to transitional support for students reaching proficiency on the NYSESLAT, we offer content-area support, 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."

10. For the current school year we will continue to implement the support program that we began for our Haitian population in response to the influx of Haitians after the earthquake in Haiti. 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. We also implemented a special after-school program for Chinese English Language Learners to help them make gains on NYSESLAT and the English Regents since many of these students are enrolled in off-track ELA Regents classes. Mr. Fung and Mr. Gu, Chinese-speaking ESL teachers and Ms. Mok the ESL Coordinator are in charge of this program. For our Spanish-speaking ELLs we provide Title III After-School tutoring in the content-areas and NLA. Mr. Rivera, a veteran Spanish teacher provides this support. In response to the need of ELLs for extra support in Health classes we implemented two ESL health classes. Students are provided with adapted units, instruction is differentiated and they are provided with multilingual resources. We shall conduct additional

Courses Taught in Languages Other than English

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)?

Paste response to questions 1-5 here

Math:

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 focus on sharing practices that accelerate language acquisition and content-area skills mastery, focusing on skills that are especially challenging for ELLs. 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. 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. This year a major focus will be the implementation of the Common Core Standards with special emphasis on Reading Standards 1 and 10 and Writing Standard 1.

We shall continue to focus on using the ELL Predictive Assessment, SKEDULA, ARIS and Acuity to empower teachers to tailor instruction to the diverse needs of our ELLs. SKEDULA, which we purchased last year, is 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 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:

- Use of data from the ELL Periodic Assessment, NYSESLAT, Acuity, SKEDULA, ARIS and Regents to inform instruction
- Scaffolding and Differentiating Instruction to Accommodate to the Learning Styles and Learning Rates of ELLs
- Sharing of Best Practices for Implementing the Common Core Standards
- Design of units and organization of instruction around Big Ideas and Essential Questions in each discipline.
- 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.
- Alignment of curricula with assessments.
- Use and design of rubrics.
- Sharing of Best Practices for Preparing English Language Learners for NYSESLAT and the ELA Regents Examination
- NYSESLAT training (administration and scoring)
- Infusing the Common Core Standards in Curriculum Maps
- Implementing Strategies for the Development of Cognitive/Academic Vocabulary

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.

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- Implementing Strategies for the Development of Cognitive/Academic Vocabulary
- Closing the Achievement Gap for ELLs
- Looking at Student Work

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.

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. There are four two-hour trainings scheduled in the Fall Semester of 2011: November 3, 2011, November 17, 2011, December 1, 2011 and December 15, 2011. All new members are provided with the following resource: Every Teacher's Toolkit: Closing the Achievement Gap for English Learners, published by Person Longman.

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

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. We continue to offer outreach to parents/guardians of our English Language Learners through multilingual Placement, Continued Entitlement, Non-Entitlement, Parent Choice, Title III letters, multilingual announcements and multilingual Phonemaster outreach. In accordance with CR Part 154 and Title III, parent orientation sessions are conducted in English and in the languages of our major populations (on an ongoing basis for over-the-counter students) so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and diploma requirements for Bilingual Education, Dual Language and English as a Second Language Programs. We encourage parents of English Language Learners to participate in school events, especially PTA conferences and Parent Orientations. This year we have scheduled Title III Parent Meetings on the same evenings (one hour before) as Schoolwide PTA meetings and after the Title III Professional Development Meetings for staff support. We provide translators in the major languages at these meetings. We will continue to host multicultural events to celebrate and validate the cultures represented by our English Language Learners. We conducted a Parent Orientation session for parents of incoming freshman from the junior high schools. At this meeting we explained the continued entitlement letters and explained in detail the three program options for parents: dual language, transitional bilingual and freestanding ESL. We explained to parents that we consider their preferences and when we have twenty students speaking the same language on the same grade level and there is enough interest, we will offer a bilingual program. We conducted a Parent Orientation Session for parents of English Language Learners new to the DOE. (This was described in the first section of this document). To date we have scheduled five Title III Parent Meetings throughout the year. We have scheduled meetings for parents of Chinese, Haitian and Spanish ELLs. We shall schedule meetings for other language groups as the year progresses. At each meeting we continue to review the three programs available to ELLs and parent options. The following are the topics for Title III Parent Meetings:

Helping English Language Learners Assimilate into a New Environment
November 16, 2012 6:00 p.m. - 7:00 p.m.

Preparing English Language Learners for the ELA Regents Examination
December 14, 2011 6:00 p.m. - 7:00 p.m.

The Discipline Code
January 11, 2012 6:00 p.m. - 7:00 p.m.

Graduation Requirements
February 15, 2012 6:00 p.m. - 7:00 p.m.

Preparing English Language Learners for NYSESLAT
March 21, 2012 6:00 p.m. - 7:00 p.m.

These meetings will be held on the same evenings as Title III professional development meetings and PTA meetings so that parents of ELLs can be assisted by teachers and staff. At the PTA meetings we provide translators in the major languages through the Translation Plan.

2. We continue to collaborate with the Jewish Board.

3. Our Parent Survey and Program Selection forms reflect the intention of the parents of English Language Learners to have their children placed in ESL over Bilingual programs. We review them periodically to continue to determine parent choice.

4. Our parental involvement activities address the needs of parents to become familiarized with the DOE Website, ARIS, SKEDULA, school programs, school and diploma requirements, graduation requirements and important assessments. We also hold sessions to help parents help their children cope with transitioning into a new environment and a new school system. (see #1 above)

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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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. 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 2012 and Cohort 2013 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

B. Programming and Scheduling Information--Continued

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9. With regard to transitional support for students reaching proficiency on the NYSESLAT, we offer content-area support, 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."

10. For the current school year we will continue to implement the support program that we began for our Haitian population in response to the influx of Haitians after the earthquake in Haiti. 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. We also implemented a special after-school program for Chinese English Language Learners to help them make gains on NYSESLAT and the English Regents since many of these students are enrolled in off-track ELA Regents classes. Mr. Fung and Mr. Gu, Chinese-speaking ESL teachers and Ms. Mok the ESL Coordinator are in charge of this program. For our Spanish-speaking ELLs we provide Title III After-School tutoring in the content-areas and NLA. Mr. Rivera, a veteran Spanish teacher provides this support. In response to the need of ELLs for extra support in Health classes we implemented two ESL health classes. Students are

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8. 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 2012 and Cohort 2013 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 NYSESLAT, ELA Regents prep, Intensive ELA Regents Tutoring. 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 on a consistent basis to inform parents of upcoming assessments, attendance issues, tutoring opportunities, parent meetings, etc. During the ELA Regents bilingual word-for-word dictionaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjab, Turkish and Haitian Creole dictionaries to accommodate to the linguistic needs of newly-arrived immigrants speaking these languages. We continue to distribute Albanian, Arabic, Chinese, Hebrew, Italian, Korean, Russian, Spanish, Urdu and Vietnamese dictionaries. TeacherTeams address ELLs in ELA, particularly off-track ELLs. We offer Title III 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 bilingual glossaries, word-for-word bilingual dictionaries and translated versions of the exams where available.

9. With regard to transitional support for students reaching proficiency on the NYSESLAT, we offer content-area support, 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."

10. For the current school year we will continue to implement the support program that we began for our Haitian population in response to the influx of Haitians after the earthquake in Haiti. 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. We also implemented a special after-school program for Chinese English Language Learners to help them make gains on NYSESLAT and the English Regents since many of these students are enrolled in off-track ELA Regents classes. Mr. Fung and Mr. Gu, Chinese-speaking ESL teachers and Ms. Mok the ESL Coordinator are in charge of this program. For our Spanish-speaking ELLs we provide Title III After-School tutoring in the content-areas and NLA. Mr. Rivera, a veteran Spanish teacher provides this support. In response to the need of ELLs for extra support in Health classes we implemented two ESL health classes. Students are provided with adapted units, instruction is differentiated and they are provided with multilingual resources. We shall conduct additional

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

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)?

Paste response to questions 1-5 here

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 focus on sharing practices that accelerate language acquisition and content-area skills mastery, focusing on skills that are especially challenging for ELLs. 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. 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. This year a major focus will be the implementation of the Common Core Standards with special emphasis on Reading Standards 1 and 10 and Writing Standard 1.

We shall continue to focus on using the ELL Predictive Assessment, SKEDULA, ARIS and Acuity to empower teachers to tailor instruction to the diverse needs of our ELLs. SKEDULA, which we purchased last year, is 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 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:

- Use of data from the ELL Periodic Assessment, NYSESLAT, Acuity, SKEDULA, ARIS and Regents to inform instruction
- Scaffolding and Differentiating Instruction to Accommodate to the Learning Styles and Learning Rates of ELLs

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- Scaffolding and Differentiating Instruction to Accommodate to the Learning Styles and Learning Rates of ELLs
- Sharing of Best Practices for Implementing the Common Core Standards
- Design of units and organization of instruction around Big Ideas and Essential Questions in each discipline.
- 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.
- Alignment of curricula with assessments.
- Use and design of rubrics.
- Sharing of Best Practices for Preparing English Language Learners for NYSESLAT and the ELA Regents Examination
- NYSESLAT training (administration and scoring)
- Infusing the Common Core Standards in Curriculum Maps
- Implementing Strategies for the Development of Cognitive/Academic Vocabulary
- Closing the Achievement Gap for ELLs
- Looking at Student Work

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.

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. There are four two-hour trainings scheduled in the Fall Semester of 2011: November 3, 2011, November 17, 2011, December 1, 2011 and December 15, 2011. All new members are provided with the following resource: Every Teacher's Toolkit: Closing the Achievement Gap for English Learners, published by Person Longman.

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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. We continue to offer outreach to parents/guardians of our English Language Learners through multilingual Placement, Continued Entitlement, Non-Entitlement, Parent Choice, Title III letters, multilingual announcements and multilingual Phonemaster outreach. In accordance with CR Part 154 and Title III, parent orientation sessions are conducted in English and in the languages of our major populations (on an ongoing basis for over-the-counter students) so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and diploma requirements for Bilingual Education, Dual Language and English as a Second Language Programs. We encourage parents of English Language Learners to participate in school events, especially PTA conferences and Parent Orientations. This year we have scheduled Title III Parent Meetings on the same evenings (one hour before) as Schoolwide PTA meetings and after the Title III Professional Development Meetings for staff support. We provide translators in the major languages at these meetings. We will continue to host multicultural events to celebrate and validate the cultures represented by our English Language Learners. We conducted a Parent Orientation session for parents of incoming freshman from the junior high schools. At this meeting we explained the continued entitlement letters and explained in detail the three program options for parents: dual language, transitional bilingual and freestanding ESL. We explained to parents that we consider their preferences and when we have twenty students speaking the same language on the same grade level and there is enough interest, we will offer a bilingual program. We conducted a Parent Orientation Session for parents of English Language Learners new to the DOE. (This was described in the first section of this document). To date we have scheduled five Title III Parent Meetings throughout the year. We have scheduled meetings for parents of Chinese, Haitian and Spanish ELLs. We shall schedule meetings for other language groups as the year progresses. At each meeting we continue to review the three programs available to ELLs and parent options. The following are the topics for Title III Parent Meetings:

Helping English Language Learners Assimilate into a New Environment
November 16, 2012 6:00 p.m. - 7:00 p.m.

Preparing English Language Learners for the ELA Regents Examination
December 14, 2011 6:00 p.m. - 7:00 p.m.

The Discipline Code
January 11, 2012 6:00 p.m. - 7:00 p.m.

Graduation Requirements
February 15, 2012 6:00 p.m. - 7:00 p.m.

Preparing English Language Learners for NYSESLAT
March 21, 2012 6:00 p.m. - 7:00 p.m.

These meetings will be held on the same evenings as Title III professional development meetings and PTA meetings so that parents of ELLs can be assisted by teachers and staff. At the PTA meetings we provide translators in the major languages through the Translation Plan.

2. We continue to collaborate with the Jewish Board.

3. Our Parent Survey and Program Selection forms reflect the intention of the parents of English Language Learners to have their children placed in ESL over Bilingual programs. We review them periodically to continue to determine parent choice.

4. Our parental involvement activities address the needs of parents to become familiarized with the DOE Website, ARIS, SKEDULA, school programs, school and diploma requirements, graduation requirements and important assessments. We also hold sessions to help parents help their children cope with transitioning into a new environment and a new school system. (see #1 above)

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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)										39	44	12	7	102
Intermediate(I)										67	74	21	46	208
Advanced (A)										32	31	23	28	114
Total	0	0	0	0	0	0	0	0	0	138	149	56	81	424

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										8	16	4	2
	I										29	41	7	19
	A										29	35	15	29
	P										48	39	24	25
READING/ WRITING	B										26	35	9	6
	I										59	71	21	45
	A										26	25	20	19
	P										3	0	0	5

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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	127		91	
Integrated Algebra	86	34	68	24
Geometry	46	0	45	0
Algebra 2/Trigonometry	26	0	24	0
Math				
Biology				
Chemistry				
Earth Science	43	15	13	4
Living Environment	25	75	10	65
Physics				
Global History and Geography	122	25	64	15
US History and Government	121	79	90	62
Foreign Language		87		87
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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 as 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.

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 problematic, and the mandate to continue to provide testing accommodations for two years seems to be one positive step toward supporting these students.

3. With regard to the combined modalities listening/speaking and reading/writing, an analysis reveals that across the grade levels, reading and writing continue to be the problematic areas for our English Language Learners. The majority of the students are at the intermediate level of this combined modality, especially 9th and 10th graders. On all levels of ESL instruction, therefore, it is necessary to enhance English Language Learners' reading and writing proficiency. Special emphasis is currently being placed on understanding informational text and on argument writing. Students need to be college and career ready. In addition to reading and writing, ELLs need an academic command of language—academic competence—so that they are able to discuss, reason and think about complex problems and findings. We reviewed current data in light of the fact that the Language Allocation Policy provides a framework for programmatic and curricular decisions for English Language Learners on their way to acquiring academic English proficiency. We provide additional support to English Language Learners to improve their English and native language learning skills while simultaneously empowering them to access the necessary content skills required for the New York State assessments. Title III funding supplies students with NYSESLAT preparation books, Regents review books, materials, and resources. Students are also supplied with bilingual glossaries, dictionaries, English dictionaries, and thesauruses. We have purchased review books and resources (listed below). Statistics bear out that intensive collaborative efforts in terms of parental outreach (regarding attendance, information about testing requirements and dates, flagging students at scanning, offering comprehensive tutoring programs, etc.) have resulted in increased participation rate of students and increased passing percentages. Improved instructional practice, intensive collaborative efforts and increased parental outreach have led to the improved performance of ELLs on the Comprehensive ELA Regents Examination. We have continued collaboration with all instructional Assistant Principals to ensure compliance on all Regents Examinations.

4. For the Free-Standing ESL Program:

- 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.
- 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

Additional Information

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Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Joseph Gogliormella	Principal		1/1/01
Dr. Maria Di Lorenzo	Assistant Principal		1/1/01
Ms. Laraine Izzo	Parent Coordinator		1/1/01
Ms. Wan Siu Mok	ESL Teacher		1/1/01
Ms. Olivia Duran	Parent		1/1/01
Ms. Lisa Green	Teacher/Subject Area		1/1/01
Ms. Sophia Vroulos	Teacher/Subject Area		1/1/01
Ms. RoseAnn Salatino	Coach		1/1/01
Ms. Martina Gately	Coach		1/1/01
Ms. Rita Chess	Guidance Counselor		1/1/01
Mr. William Bonner	Network Leader		1/1/01
Ms. Mireille Casimir	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **K425** School Name: **James Madison High School**

Cluster: **4** Network: **CFN 405**

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 with limited English proficiency. 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 before and after the school day to inform parents with limited English proficiency of attendance issues, behavior issues, 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 in six languages: Chinese, French, Haitian/Creole, Russian, Spanish, Urdu. This current school year, in order to accommodate to the influx of students from Uzbekistan and Georgia, we have contracted an outside vendor (Lingualinx) to translate documents into Uzbek and Georgian.

- a. Title III letters with modifications to describe Madison High School's Program
- b. Generic letters with modifications sent from outside sources
- c. Letters to parents from all departments school-wide to inform them of attendance problems, homework and class work issues, Cohort requirements for graduation, etc.
- d. Letters to parents to inform them of upcoming dates:
 - PTA Conferences
 - PTA Meetings
 - Testing Dates (NYSESLAT, Regents, NLA Exams, etc.)
 - Orientation Sessions
 - Tutoring Sessions—After-school and Lunch-Time
 - Intensive Regents Tutoring Dates
 - Letters from the Guidance Office:
 - High School Graduation Requirements
 - Testing Accommodations
 - 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 with limited English proficiency:

- Oral translations during Orientation meetings, PTA Meetings, PTA Conferences 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 are provided written notification of their rights regarding these services and will be given instructions on how to obtain such services.
- There are 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.



2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: James Madison High School	DBN: K425
Cluster Leader:	Network Leader: William Bonner
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Lunch Time
Total # of ELLs to be served: 300
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers: 20
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: In an attempt to offer additional support to English Language Learners (grades 9 through 12) toward meeting higher diploma requirements, promotional standards and the Common Core 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 so that they will be college and career ready. Special attention will be given to Reading Standards 1 and 10 and Writing Standard 1. NYSESLAT modality results indicate that our students' weaker modalities are reading and writing. Although all four modalities will be addressed in Lunch-Time and After-School NYSESLAT sessions, instruction will focus primarily on reading and writing. English Language Learners will also 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 intensive Regents Preparation tutoring sessions in the following areas: ELA, Mathematica, 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 NYSESLAT and ELA-Regents Preparation Academy will serve approximately 150 ELLs from the 2012 and 2013 Cohorts. They will meet once a week for one to two hours. We shall serve Chinese-speaking ELLs in a team teaching setting (three teachers are 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. They also are not making gains on NYSESLAT, especially in reading and writing. 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

Part B: Direct Instruction Supplemental Program Information

make connections with NLA and ELA. In order to continue to support Haitian students in making gains on NYSESLAT, the Regents Examinations and in assimilating into their new environment, we will continue to have students taught in English and French. We will also support Spanish-speaking ELLs who are not making gains in NYSESLAT by a licensed Spanish teacher who will teach in English and the native language. Also, since there has been a tremendous influx of students from Uzbekistan and Georgia, and these students are in need of intensive skills development in English, 4 ESL teachers will offer sessions for these particular students. Other sessions for skills development for ELLs will be taught by fully-licensed ESL teachers. They will also meet once a week for one to two hours. 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, teacher-prepared materials and NYSESLAT Preparation materials. We intend to purchase Achieve 3000 to strengthen vocabulary, improve reading comprehension skills and writing skills. The program will enable teachers to differentiate instruction to accommodate to all levels of students and to help long-term ELLs make gains on NYSESLAT. We shall continue to use Rosetta Stone which we previously purchased through Title III funds to help ELLs acquire fluency in English.

The Title III After-School Content-Area Academy will serve approximately 300 ELLs, grades 9 through 12. It will be held during the month prior to the January and June administrations of the content-area Regents Examinations in intensive sessions twice a week for four weeks, culminating in the four hour intensive sessions the night before each Regents. The sessions will be taught by 12 fully licensed content-area teachers with the support of ESL teachers, the Assistant Principal ESL/Foreign Languages, the Assistant Principals Mathematics, Social Studies and Science. 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.

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Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 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

Part C: Professional Development

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. Since we are in the process of implementing the Common Core Standards, special emphasis will be placed on familiarizing staff on the implications of the Standards on teaching and learning in the ESL classroom. There will be six two hour sessions throughout the year--three in the fall semester and three in the spring. Among the topics that we shall continue to discuss in six two hour sessions throughout the year--three in the fall semester and three in the spring semester are:

- Sharing of Best Practices for Implementing the Common Core Standards in ESL Instruction

November 16, 2011 3:00 p.m. – 5:00 p.m.

- Using Data from ELL Periodic Assessments, NYSESLAT, LAB-R, Acuity, SKEDULA and ARIS to Inform Instruction

December 14, 2011 3:00 p.m. – 5:00 p.m.

- Scaffolding and Differentiating Instruction to Accommodate to the Learning Styles and Learning Rates of English Language Learners

January 11, 2012 3:00 p.m. – 5:00 p.m.

- Sharing of Best Practices for Preparing English Language Learners for NYSESLAT and the ELA Regents

February 15, 2012 3:00 p.m. – 5:00 p.m.

- Implementing Strategies for the Development of Cognitive/Academic Vocabulary

March 21, 2012 3:00 p.m. – 5:00 p.m.

- Closing the Achievement Gap for English Language Learners

April 18, 2011 3:00 p.m. – 5:00 p.m.

We have arranged that all meetings be held on the nights of the Parent Program for ELLs and PTA meetings so that teachers can facilitate at the meetings for Parents of ELLs .

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Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of English Language Learners need to be provided with appropriate information so that they can make informed decisions and choices regarding their children's education. There will be five Title III Parent Education Sessions held throughout the year, one hour prior to the scheduled PTA meetings to maximize the participation of parents of ELLs at important parent meetings. The sessions will be multilingual and parents will be provided with multilingual resources and materials. The topics and dates of Parent Education Sessions are:

- Helping English Language Learners Assimilate into a New Environment

November 16, 2012 6:00 p.m. - 7:00 p.m.

- Preparing English Language Learners for the ELA Regents Examination

December 14, 2011 6:00 p.m. - 7:00 p.m.

- The Discipline Code

January 11, 2012 6:00 p.m. – 7:00 p.m.

- Graduation Requirements

February 15, 2012 6:00 p.m. – 7:00 p.m.

- Preparing English Language Learners for NYSESLAT

March 21, 2012 6:00 p.m. – 7:00 p.m.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$50524

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 	\$39,542	71 per diem days for an ESL Licensed teacher (\$10,954). 200 teacher per session hours for 12 content-area teachers to tutor in the content-

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$50524

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per diem 		areas (\$8,396). 216 per session hours for 9 ESL teachers to prepare students for Regents Examinations, to tutor in ESL and Chinese, French and Spanish NLA and to prepare ELLs for the NYSESLAT (\$9,068). 240 per session hours for teachers to participate in 6 two-hour Professional Development Sessions (\$10,075). 5 per session hours to hold 5 one-hour Parent Education sessions (\$1,050).
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	n/a	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$6,982	Postage for mailings, Chart paper, copier paper, headphones and materials to support curriculum development
Educational Software (Object Code 199)	\$4,000	Achieve 3000 interactive study aide to help ELLs improve reading and writing skills in English and NLA.
Travel	n/a	
Other	n/a	
TOTAL		