



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** JAMES MADISON HIGH SCHOOL

DBN 22K425

**PRINCIPAL:** JOSEPH A. GOGLIORMELLA

**EMAIL:** [JGOGLIO@SCHOOLS.NYC.GOV](mailto:JGOGLIO@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** TAMEIKA MATHESON

**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	
Esther Nekrutman	*UFT Chapter Leader or Designee	
Marisa Gerone	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Arnelle Devallon Spenser Scherling	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mary Juliano	Member/UFT	
AnnMarie Cariello	Member/Parent	
Amy Gleason	Member/Parent	
Margie Szpicek	Member/Parent	
Rita Chess	Member/UFT	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 June 2013, a minimum of 75% of students who participate in each of the English, Science and Social Studies Common Core Learning Standards-aligned tasks will use evidence effectively to support an argument as measured by subject specific teacher developed rubrics.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In accordance with the Citywide Instructional Initiative all students are required to participate in a Common Core Learning Standard aligned task in each of the content areas. Next year, the Regents will be Common Core aligned and in preparation for these upcoming changes we are raising the bar to better prepare our students. Our Regents examination passing percentages are historically around 70% and in an effort to infuse academic rigor across the content areas, we are striving for 5% higher than our usual student performance on the students' ability to effectively use evidence to support arguments in each of the specific content areas.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

The faculty at James Madison High School will implement the following strategies as a means to meet this goal:

- School-wide units of study will be created that will culminate in a performance task aligned to the Common Core Learning Standards in English, Social Studies and Science departments within the context of the presidential election. Within these units teachers will be addressing the skills needed to formulate effective arguments, evaluate counter arguments and use research based information to support an opinion. Additionally, students will be led through the writing process with opportunities for revision using a teacher developed rubric to guide them.
- Teachers will select and assign articles appropriate to the individual student's level. Attention will be given to address the needs of students in Literacy classes, English Language Learners and students with IEPs.
- Members of the Inquiry Team will create the tasks and rubrics and turnkey to individually departments. Teachers will evaluate and assess student work to revise curricula and modify instruction.

### **Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- The school's website will be used to disseminate information related to the tasks. School administrators and staff will speak at parent meetings to inform the parents of the tasks. There will be award ceremonies at the conclusion of the tasks to honor students for their accomplishments.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Individual classroom teachers will analyze their individual student's work. Teachers will give samples of the work for discussion at both department meetings and Inquiry Team meetings.
- Collaboration will occur among Instructional Leaders, Inquiry Team and Teacher Teams to inform future curriculum development. These communications will occur after school hours and will be supported through ARRA, RTTT Data Specialist funding

## **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 June 2013, the number of students in the 2013 cohort who earn eight or more credits in Mathematics will increase by 5%, bringing this number to 44%.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- In recent years, colleges have been requiring more rigorous academic programs of their incoming students. It is common knowledge that rigorous mathematic programs prepare students for college and the workforce. In order to better prepare our students to meet these future academic challenges we want to go beyond the graduation requirement and require them to obtain an additional two credits in mathematics.
- Last year, 39% of our students in the 2012 cohort earned eight or more credits in mathematics and this number needs to grow to prepare students for college and careers.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Elective courses in mathematics will be offered to the 2013 graduating cohort who wish to take the eight credits.
  - The Inquiry Team, Guidance Department and the Mathematics teachers will work collaboratively to create curricula to prepare students for post graduation opportunities
  - Teachers will assess student achievement throughout the year to continually revise curricula and align tasks with Common Core standards and the college and career readiness initiative.
  - Mathematics coach and AP of math will coordinate the efforts of the department to monitor individual student progress towards acquiring the 8<sup>th</sup> credit in math.
  - 2013 graduating cohort students with six credits entering their senior year will be encouraged to continue their mathematics instructions. Parents will be notified and the benefits of the eighth credit will be explained to the parent.

### **Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parent meetings will be held to emphasize the importance of advanced mathematics classes and achieving an 80 or above on the Math Regents in order for their children to be prepared for college.
- Phone calls will be made to parents as well as notification on the school's website.
- Parent training on Naviance will help them to research college admissions requirements and create the connection between a rigorous mathematics study and their future opportunities.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Guidance counselors will promote College Readiness by encouraging students to take additional Mathematics classes
- After-school and lunch time tutoring to support students academic progress
- Professional development for math teachers
- School-wide college and career readiness initiative

### **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 2013, we will increase the number of parents using PupilPath by 5%, bringing this number to 24%.

#### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Last year, 19% of our parents used PupilPath, our in house online gradebook and communication system, which provides real time data on students' progress.
- Parents voiced their opinion at PTA meetings that there is a need to expand communication between themselves and their children's teachers. In order to do so, parents asked for the opportunity to participate in real-time understanding of their children's progress in their classes.

#### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- 
- a) Teachers were provided with iPads to encourage them to use PupilPath as the on line grading system. These teachers are using the system as their main grade book.
  - b) Throughout the semester, professional development opportunities will be created to provide differentiated instruction on using Skedula in the classroom.
  - c) Beginning with orientation in August and continuing throughout the school year, students and parents will be trained on accessing their individual accounts.

#### **Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- At each PTA meeting, members of the administration facilitated presentations on PupilPath and how parents can use it to help their children progress academically.
- A link on the school's website will be created to allow parents to gain access to PupilPath with greater ease.
- At any meeting parents have in the school, the school staff member will encourage and guide the parents on the benefits of using PupilPath to monitor their child.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- The school community is working collaboratively to make PupilPath an integral part of the instructional program. Assignments and anecdotes will be regularly put on to the website.
- Department Assistant Principals will be working with their teachers to train them on the use of Skedula and the parental outreach benefits.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	- Double period literacy model	- on-line components - one on one - group tutoring - small group instruction	- during the school day
Mathematics	- Three term classes - Double period enhancements	- on-line components - one on one - group tutoring - peer tutoring	- during the school day
Science	- four term model in Living Environment	- on-line components - one on one - group tutoring - peer tutoring - small group instruction	- during the school day
Social Studies	- Restructure of curricula to focus on regions rather than time periods - Smartboard learning	- on-line components - one on one - group tutoring - peer tutoring	- during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	- Adapted to individual needs.	- one on one - group - class	- during the school day

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

99% of our teachers are highly qualified. We reached out to our network and neighboring schools when vacancies became available. In addition, we interviewed candidates in the ATR pool. Through these efforts we were able to staff our building to provide our students with access to a rigorous and challenging instructional program.

We will hold monthly professional development opportunities to support staff in their efforts to develop expertise in their craft. Additionally, the principal will host new teacher workshops addressing components of a research based rubric.



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>William Bonner</b>	District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>425</b>
School Name <b>James Madison High School</b>			

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

Principal <b>Joseph A. Gogliormella</b>	Assistant Principal <b>Maria Di Lorenzo</b>
Coach <b>RoseAnn Salatino/Literacy</b>	Coach <b>Martina Gately/Mathematics</b>
ESL Teacher <b>Wan Siu /Mok</b>	Guidance Counselor <b>Rita Chess</b>
Teacher/Subject Area <b>Lisa Green/ESL</b>	Parent <b>Olivia Duran</b>
Teacher/Subject Area <b>Sophia Vroulos/Social Studies</b>	Parent Coordinator <b>Laraine Izzo</b>
Related Service Provider <b>Mireille Casimir</b>	Other <b>Wendy Krasnoff,/ESL Teacher</b>
Network Leader <b>William Bonner</b>	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	<b>17</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>12</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>3004</b>	Total Number of ELLs	<b>424</b>	ELLs as share of total student population (%)	<b>14.11%</b>
------------------------------------	-------------	----------------------	------------	---	---------------

## 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 Assistant 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										138	149	56	81	424
<b>Push-In</b>														0
<b>Total</b>	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
<b>Total</b>	<b>281</b>	<b>9</b>	<b>5</b>	<b>73</b>	<b>7</b>	<b>9</b>	<b>70</b>	<b>9</b>	<b>36</b>		<b>424</b>

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
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
<b>TOTAL</b>	<b>0</b>	<b>138</b>	<b>149</b>	<b>56</b>	<b>81</b>	<b>424</b>								

## 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 textbook tutorial with interactive software to enhance student acquisition of mathematical skills and understanding of mathematical concepts. In ESL we use audio-visual resources and internet resources. Counseling is based upon individual needs. We offer Title III before and after-school instruction, pairing with more English proficient pairs; lunch-time tutoring and intensive tutoring in all subject areas. Parental outreach is conducted through the Translation Plan. Parents of students with interrupted formal education are provided with lists of local community agencies. Conferences among concerned staff are conducted to review student records and make recommendations for instruction. In addition, we offer meetings informing parents of graduation requirements and program requirements.

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

c. ELLs receiving service 4 to 6 years—To date we have 73 ELLs in this category. Those who have not met the performance standard in listening, speaking, reading or writing are given small group instruction tailored toward the modalities, instructional supports

## A. Programming and Scheduling Information

including NYSESLAT and ELA Regents preparation materials, and audio-visual materials. We use Achieving on the NYSESLAT, published by Pearson Longman and Getting Ready for the NYSESLAT, published by Attanasio and Associates. Instruction is differentiated and vocabulary and grammar are taught in context. We use varying levels of Reading Connections and Reading Explorer with accompanying audio-visual materials and resources. Students have the opportunity to take SAT preparation classes. We use SAT English and Math Software programs. We also use the Official SAT Preparation Book published by the College Board and the Peterson SAT Critical Reading Workbook, Peterson Master Writing for the SAT and Peterson Math SAT Workbook. ELLs are also prepared for the ACT Reading and Writing tests. Title III Lunch Time and Before and After School Tutoring Programs are provided based on the assessed needs. Guidance conferencing is held and parental outreach is conducted as per the Translation Plan.

d. Long-Term ELLs--We conduct consistent and ongoing outreach to the parents of our 70 Long-term English Language Learners are provided with lists of community agencies. Conferences among concerned staff are conducted to review student records. They are offered intensive instructional support and guidance support. Individual guidance conferences are held during which students are apprised of their status with regard to credit accumulation and credit recovery. Long-term ELLs are also provided with differentiated instruction and peer tutoring. All four language modalities are addressed. Special emphasis is placed on the development of reading and writing skills in English and to the development of cognitive-academic vocabulary. We use the above-mentioned NYSESLAT, ELA Regents, SAT and ACT Preparation resources. Teachers of Long-Term ELLs are provided with professional development opportunities in the use of various tools for using data to inform the instruction of struggling students.

6. ELLs identified as having special needs--50 English Language Learners identified as ELL-SWDs and are programmed for ESL instruction as per their IEPs. There are 21 on the 9th grade level, 14 on the 10th grade level, 9 on the 11th grade level and 6 on the 12th grade level. IEPs are distributed on SKEDULA and through SESIS for full teacher access so that teachers can plan differentiated lessons to accommodate to the students' needs. They are provided with small-group differentiated instruction, related services as indicated on their IEPs, SETSS, ICT and extra support through Title III programs, and individualized counseling and speech. English Language Learners with disabilities are offered the following supports: instructional support in the four modalities, both within the school day and in the Title III programs, as well as small-group differentiated instruction in the ESL program and Title III programs in the content areas. We use the Heinle Reading Library Illustrated Classics Collection with accompanying Audio CDs--The Invisible Man, The Prince and the Pauper, the David Copperfield, Mutiny on the Bounty, Pride and Prejudice, Aesop's Fables, etc. They would be offered counseling based upon individual needs from their assigned guidance counselor. They are referred to outside agencies when in need of further interventions—individual or family.

7. At James Madison High School we use curricular, instructional and scheduling flexibility to meet the diverse needs of ELLs-SEDs within the least restrictive environment. ELLs with disabilities are programmed for either self-contained, SETSS or ICT classes in addition to their mandated ESL classes at their particular level of study. The literacy double period model is used. Collaboration is built into the the schedule since co-teachers have common planning time and are assigned a C6 for ICT planning.

Paste response to questions 1-7 here

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

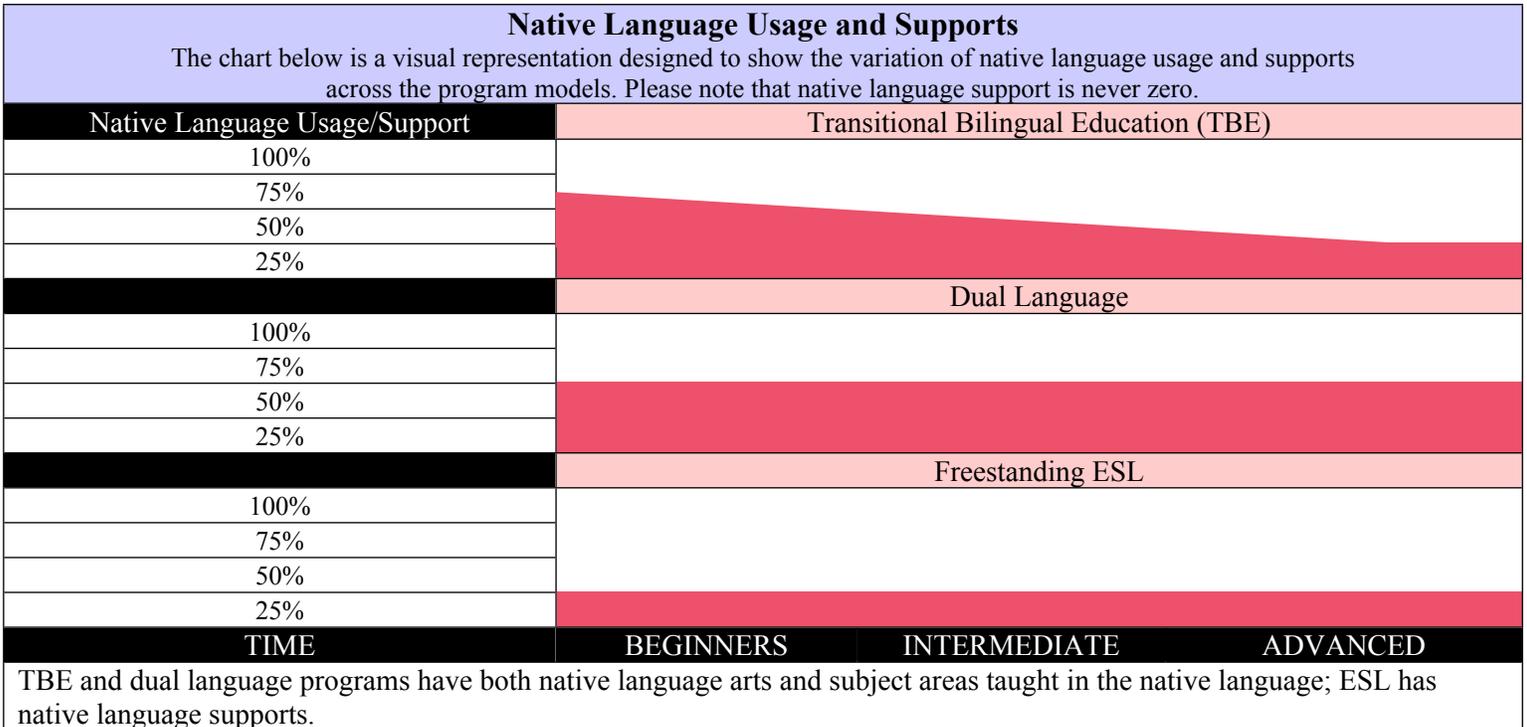
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



## 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 ELL Parent meetings this year specifically designed for these three populations.

11. No programs will be discontinued this year.

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

13. Instructional Materials

In all of the English as a Second Language classes, teachers continue to lead English Language Learners to acquire competency in English and to be prepared for college and careers by aligning instruction with the Common Core Standard. We continue to use authentic, high-interest age-appropriate texts to strengthen English language skills in listening, reading and writing for understanding and information, note-taking, analyzing, interpreting and evaluating a wide range of texts from different literary genres, and producing extended writing pieces in a variety of formats. Students are familiarized with Regents tasks from the beginning levels of instruction. They are also trained in the function and use of rubrics for evaluation. The list includes support texts and resources in an effort to familiarize English Language Learners with the ELA Regents tasks. Major instructional emphasis is being placed on Reading Standards I and 10 and Writing Standard I. All ELLs are participating in the Schoolwide Informational Reading and Writing Project. They analyze and interpret informational text and are taught how to formulate arguments based on the content of the text. Additionally, Title III Professional Development focuses on the development of study packets addressing the four ELA Regents tasks. Teachers are trained in the use of these packets for intensive Regents review.

#### ESL TEXTBOOK LIST - REVISED – 9/11

##### ESL (L1)

Shining Star: Introductory Text and Workbook  
Composition Practice 1

##### ESL 1 Listening and Speaking Workshop (LS1)

Side by Side 1 – 1st half  
ESL Beginner Curriculum: A New Approach  
Word by Word (supplemental book)  
Listening Materials from Shining Star

##### ESL 1 Reading & Writing (LS1S)

Write From the Start - 1st half  
ESL Beginner Curriculum: A New Approach  
Happy Elephants  
Rip Van Winkle (Illustrated Version)  
Legend of Sleepy Hollow  
William Tell  
Around the World in Eighty Days

##### ESL I (LIL) (Newcomer )

Grammar in Action 1  
Grammar Connection I  
Grammar Connection 1 Workbook  
World English Intro

ESL 1 (LSIL) (Newcomer)

First Words  
Collaborations Beginning Book 1  
Stories to Tell Our Children  
Friends at Lunch  
Working at the Supermarket  
Saturday Afternoon  
After School Work  
Teenagers in the Morning

ESL 1 (LSILL) (Newcomer)

The First Day of School (Heinle Reading Library)  
Career Day at School  
Here is My Family  
Holiday Scrapbook  
Joel's Senior Yearbook  
Oxford Picture Dictionary Workbook

ESL 2 (L2)

Shining Star: Introductory Text and Workbook (continued from L1)  
Tom Sawyer – Oxford  
Jane Eyre  
Elephant Man- Oxford  
Around the World Oxford  
Voices in Literature, Bronze

ESL 2 Listening and Speaking Workshop (LS2)

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

ESL 2 Reading and Writing Workshop (LS2)

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

Dracula

ESL 2 (L2L) (Newcomer)

English is Fun  
Grammar in Action 1

ESL 2 (LS2L) (Newcomer)

Collaborations Beginning I Student Book

ESL 2 (LS2LL) (Newcomer)

Columbus and the New World (Footprint Reading Library)  
Volcano Trek  
Happy Elephants  
How's the Weather?  
Alaskan Ice Climbing  
Oxford Picture Dictionary of American English Workbook

ESL 3 (L3)

Reading Explorer 1  
Great American Stories I - Prentice Hall  
Diary of Ann Frank  
Dr. Jekyll and Mr. Hyde  
Frankenstein  
Picture of Dorian Gray  
Billy Budd

ESL 3 Workshop (LS3)

Reading Connections 2  
Mutiny on the Bounty  
Side by Side - Book 3 - Prentice Hall  
Read All About It  
Voices in Literature, Silver  
Grammar in Action II  
Reason to Write (low intermediate)  
Aesop's Fables

ESL 4 (L4)

Great American Stories II - Prentice Hall  
Far From the Madding Crowd - Oxford  
Call of the Wild  
The Story of My Life

White Fang  
Tales of Mystery and Imagination  
Great Expectations  
Pride and Prejudice

ESL Workshop (LS4)

David Copperfield  
Side by Side - Book 4 - Prentice Hall  
React/Interact - Prentice Hall  
Weaving It Together III - Heinle & Heinle  
Composition Practice 3  
Romeo and Juliet (play)  
Reason to Write (intermediate)

ESL 5 (L5)

Reading Explorer 3  
American Short Stories Heinle  
The Invisible Man  
Lord Jim  
Reading Matters 1

ESL 5 Workshop (LS5)

No Promises in the Wind  
Weaving It Together IV – Heinle  
Arrivals - Addison Wesley  
Grammar Sense 3 Oxford-- photocopies  
Grammar in Use Cambridge-- photocopies  
Practice Book for the Regents English Language Arts Assessment

ESL 6 (L6)

The Pearl - Everbind  
Farewell to Manzanar  
Flowers for Algernon--Everbind  
Red Badge of Courage  
At the Door  
Rethinking America 3  
Turning Points 4

ESL 6 Workshop (LS6)

The Red Pony  
Romeo & Juliet  
Lilies of the Field  
Arrivals - Addison Wesley  
Listening and Notetaking Skills 2/Noteworthy (and accompanying audio and video tapes)

L7 Off-Track ELA Regents Preparation Class

Curriculum for Listening and Reading Strategies

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

LR1S (Off-Track ELA Regents Prep Workshop)

“To Build a Fire”

Title III Short Story Curriculum

Title III Poetry Curriculum

Rethinking America III

LR2S (Off-Track ELA Regents Prep Workshop Term 2)

The Call of the Wild

Seedfolks

Buried Onions

Rethinking America III

E5L (On-track Regents Prep)

Night

Ordinary People

The Bluest Eye

Barron’s Regents Exams

Let’s Review: English—Barron’s

In-house ELA Regents Prep Materials

ESL 7 Workshop (LS7)(Advanced)

A Separate Peace

Reflections

Introducing the Short Story--Amsco

"The Most Dangerous Game"

"The Lady or the Tiger"

"The Monkey's Paw"

"Seven Floors"

"The Necklace"

"A Habit for the Voyage"

"One Thousand Dollars"

"The Secret Life of Walter Mitty"

"Tobermory"

"Johanna"

"Bees and People"

"Zoo"

"The Birds"

Preparing for the Regents Comprehensive Examination in English  
Barron's Regents Exams  
ELA Regents Material

E6L (On-Track ELA Regents Prep Term 2)

The Miracle Worker  
My Antonia  
Flowers for Algernon  
Twelve Angry Men  
Listening and Notetaking Skills 3/Advanced Listening Comprehension (and accompanying audiotapes)  
In-house ELA Regents Prep Materials

LS8 Advanced Workshop  
To Kill a Mockingbird  
The Grapes of Wrath  
A Raisin in the Sun

LS9 (On-Track ELA Regents Preparation Workshop)

I Know Why the Caged Bird Sings  
All My Sons  
The Great Gatsby  
A Streetcar Named Desire  
Black Boy  
One Flew Over the Cuckoo's Nest  
ELA Regents Prep Materials

LSO (On-Track ELA Regents Preparation Workshop Term 2)

Fences  
Death of a Salesman  
The Old Man and the Sea  
The Diary of a Young Girl  
The Glass Menagerie

LT1S (High Advanced Workshop I)

Inherit the Wind  
Elephant Man

LT2S (High Advanced Workshop II)

Little Women Everbind  
The Good Earth  
A Raisin in the Sun  
Of Mice and Men  
The Bluest Eye

ESAE--SAT Preparation

Peterson's SAT Preparation Mathematics  
Peterson's SAT Preparation --Critical Reading, Writing  
College Board SAT Preparation

College Now  
House on Mango Street  
Holes  
ACT Prep Materials  
College Prep Resources

#### NATIVE CHINESE LANGUAGE ARTS

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

Chinese Language for Hong Kong High School—Hong Kong Educational Publishing Co.  
Secondary Chinese Language Arts—Published by Evaluation, Dissemination and Assessment Center, Massachusetts

#### NATIVE RUSSIAN LANGUAGE ARTS

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

The following materials are provided:

Russian Folk Tales  
Fables for the children by Lev Tolstoy  
Russian songs  
Poetry by Chukovsky, Marshak, Krylov  
“A Prisoner in the Caucasus” - Lev Tolstoy story adapted  
Texts from various Russian Readers

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

and FRBB cover Russian classical literature and include the following authors:

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

Instructional Materials

Social Studies

ESL Global History and Geography

This year the Social Studies Department implemented the following texts for Global History and Geography and U.S. History--Access World History: Building Literacy through Learning, published by the Great Source Education Group, a division of Houghton Mifflin Harcourt and Access American History: Building Literacy through Learning (with accompanying student activity workbooks). The authors have extensive experience in teaching English Language Learners. The texts and accompanying workbooks are adapted to the level of language of the English Language Learner and, therefore, provide access to the content of the Regents Examination. Each unit features big ideas, key vocabulary in context, full color maps, political maps, physical maps, full color graphics, timelines, language notes (including homophones, opportunities for peer-to-peer talk and share, summaries of each lesson, graphic organizers (including semantic maps, cause and effect charts, sequence charts), grammar spotlights, skill building opportunities (evaluating Internet sources), practice analyzing, synthesizing, practice evaluating, practice summarizing, practice paraphrasing, study skills practice and hands-on activities to accommodate to all learners. The workbooks provides reinforcement of all skills. The students also use glossaries and thesauruses to assist them throughout the school year. Primary and secondary sources are adapted depending on the proficiency level with in-text definitions and glosses. Additional graphic organizers help students organize information as pre-writing activities. Vocabulary lists are distributed prior to the study of each unit. Teachers also identify linguistic items and cultural vocabulary in addition to core vocabulary. Prentice Hall’s Reviewing Global History and Geography is an ancillary source. The ESL US History and Government text, Glencoe’s American Vision is an ancillary source and is adapted to the level of language proficiency for English Language Learners so that they can have access to the content of the Regents Examination. The students also receive glossaries and thesauruses to assist them throughout the school year. Primary and secondary sources are adapted depending on students’ proficiency level with in-text definitions and glosses. Graphic organizers are used for pre-writing organizational activities. Vocabulary lists are also distributed. Prentice Hall’s Reviewing U.S. History and Government is an ancillary source. Throughout the year teachers use Post-It charts to create word walls of vocabulary for students to refer to on a daily basis in order to enhance their academic vocabulary bank. In the Title III intensive tutoring modules and the Saturday Academy, students are provided with Regents preparation books and resources.

## INSTRUCTIONAL MATERIALS--SCIENCE

### ESL Chemistry

Modern Chemistry—Holt, Rinehart and Winston

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

Additional Text:

UPCO Physical Setting Review – Chemistry

### ESL Living Environment

In the ESL Living Environment classes, the Essentials of Biology Program is used. It is designed for students whose primary language is not English. This program builds biological literacy among students from varied cultural and linguistic backgrounds. This program provides English Language Learners with access to the rigorous content of this life science. Essentials of Biology uses concrete language enriched with other media and hands-on activities to make biology accessible to these students. ESL students are provided with reading tips and strategies. Grammatical and lexical information are clarified. Students are encouraged to make content links. Building vocabulary in context is a primary goal of the program. The program promotes the implementation of the Workshop Model. Small group activities are featured. The program also includes portfolio assessment. The activities in Essentials of Biology provide students with opportunities to develop and practice a broad range of process skills. In the ESL Living Environment classes, students use a variety of graphic organizers as pre-writing organizational tools.

Additional Texts:

Dynamics of Life--Glencoe

Reviewing Living Environment—Prentice Hall

Amsco Review of Biology

### ESL Earth Science

Amsco Earth Science Review

In the ESL Earth Science classes, we do not have an adapted text, however, many other methods are used to assist English Language Learners in accessing content. One of the methods that we use is to focus on the many core vocabulary terms that appear on the Regents Examination and in everyday life. Terms such as increasing and decreasing are some examples of words that can cause confusion with question comprehension for English Language Learners. The various terms are given to the students during each new unit in Earth Science in the form of a comprehensive list. The lists contain any and all words that the students might see in that particular unit. These lists allow the students enough space to incorporate simpler terms to help define/understand the unknown terms and even space to draw any relevant pictures/visuals to better understand the term. Each student is encouraged to use the vocabulary sheets to aid them in their studying. In addition, all of the terms on the vocabulary sheets are defined/described in the classroom so they are not left without any guidance. In class, when terms are defined/described, we focus on the roots, prefixes and suffixes of the words to promote

understanding. Finally, in the class, many demonstrations, pictures, visuals, scenarios, and body language are used in order to help the students better understand terms that have really no other better synonyms. An example of a word like this is steep or gradual slope. A visual of a hill/mountain is a much easier way to explain the steep/gradual than the other methods that have been mentioned above.

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

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

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

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

### C. Schools with Dual Language Programs

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

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
- 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



## 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 (an on an ongoing basis for over-the-counter students) so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and diploma requirements for Bilingual Education, 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 meeting 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)

## 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					
	Level 1	Level 2	Level 3	Level 4	Total

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

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

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**

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. 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:
  - a. Across proficiencies and grades ELLs the majority of ELLs are at the intermediate and advanced levels of ESL. With regard to content-area assessments taken in English and the native language, results indicate that students fare better in the native language.
  - b. Madison High School has made great strides in making use of data to inform instruction. We need to keep up the momentum of this practice so that we can better meet the needs of each and every student. Since we are accountable to the learning community, only in taking ownership of data will we truly make progress toward meeting our goals.
  - c. After reviewing all relevant testing data from NYSESLAT, LAB-R, Acuity, and NYS Regents Examinations, and after using data from various sources—ARIS, STARS, ATS and SKEDULA, we anticipate the continued need for the implementation of instructional initiatives to ensure that ELLs have access to rigorous content and achieve success on state assessments. Among these instructional initiatives are: the use of the results of assessments and resources from the assessments to support ELLs in their efforts to increase reading and writing proficiency in English; scaffolded instruction with special emphasis on modeling, bridging, contextualization, schema building, metacognitive development and text representation and differentiated instruction.
  
6. We evaluate the success of our ELLs through scholarship reports that reveal passing percentages in ESL, ESL content-area and NLA classes; Regents results, ELL Predictive results, Acuity results, NYSESLAT and participation in Title III After-School and Lunch Time tutoring Programs.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
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

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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.

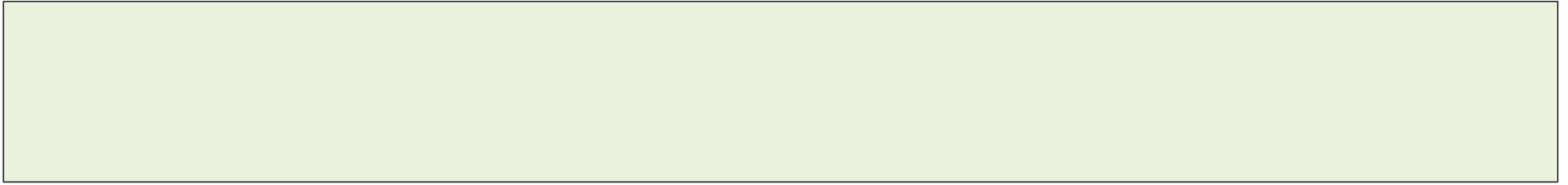
The school has provided and will continue to provide the following oral translation services to parents with limited English proficiency:

- 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.



## 2012-13 Comprehensive Education Plan (CEP)

### 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 Schol	DBN: 22k425
Cluster Leader: Christopher Groll	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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # 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 After-School intensive ESL, ELA and ESL content-area tutoring programs. In recent years there has been a tremendous influx of students from Uzbekistan and Georgia, and these students are in need of intensive skills development in English. In order to accommodate to the needs of these students we will offer a push-in model in the low levels of ESL and in the off-track ELA Regents classes. This will be taught by a fully ESL licensed and certified retired (Madison) teacher. This teacher has strong NYSESLAT and ELA Regents Preparation experience. 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.

The Title III After-School NYSESLAT and ELA-Regents Preparation Academy will serve approximately 150 ELLs. They will meet once a week for one to two hours. We shall continue to prepare ELLs for the ELA Regents and those who are not making gains on the NYSESLAT, especially in reading and writing. Teachers will utilize specialized Title III 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. The program will enable teachers to accommodate to all levels of students and to help long-term ELLs make gains on NYSESLAT. We shall continue to use Rosetta Stone to accelerate students' learning of English.

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

## Part C: Professional Development

### 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 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 eight two hour sessions throughout the year--four in the fall semester and four in the spring. Among the topics that we shall continue to discuss in six two hour sessions throughout the year are:

- Using technology in the ESL Classroom--Part I  
November 13, 2012                      3:00 p.m. – 5:00 p.m.
- Using Technology in the ESL Classroom --Part 2  
November 20, 2012                      3:00 p.m. – 5:00 p.m.
- Using Technology in the ESL Classroom--Part 3  
November 27, 2012                      3:00 p.m. - 5:00 p.m.
- Test-Taking Strategies for ELLs  
December 12, 2012                      3:00 p.m. - 5:00 p.m.
- Strategies for teaching Newcomer ELLs  
February 5, 2013                      3:00 p.m. - 5:00 p.m.
- Sharing of Best Practices for the ESI and ESL Content-Area Classroom  
March 12, 2013                      3:00 p.m. - 5:00 p.m.

## Part C: Professional Development

## 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 ELLs need to be provided with appropriate information so that they can make informed decisions and choices regarding their children's education. Parents are informed of important events and meetings through multilingual letters and informational bulletins.

At James Madison High School we have a strong ELL Parent Involvement Program. In addition to mandated CR Part 154 parent Orientation Meetings the school holds multilingual parent meetings throughout the year to explain parent choice with regard to ESL/Bilingual Programs, school and graduation requirements, testing requirements and accommodations, the Discipline Code, etc. Additionally, we hold five Title III Parent Education Sessions throughout the year.

There will be four 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:

- Preparing English Language Learners for post secondary opportunities  
November 14, 2012 6:00 p.m. - 7:00 p.m.
- Preparing English Language Learners for the ELA Regents

**Part D: Parental Engagement Activities**

December 12, 2012	6:00 p.m. – 7:00 p.m.	<ul style="list-style-type: none"> <li>Preparing English Language Learners to use Pupil Path for communication</li> </ul>
February 13, 2013	6:00 p.m. – 7:00 p.m.	<ul style="list-style-type: none"> <li>Preparing English Language Learners for the NYSESLAT</li> </ul>
March 20, 2013	6:00 p.m. – 7:00 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 .

☐

**Part E: Budget**

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

Allocation Amount: \$51916

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"> <li>Per session</li> <li>Per diem</li> </ul>	824 hours            \$41,357.00 34 per diem days    \$ 5,698.00	Teachers will be participating in: <ul style="list-style-type: none"> <li>- per session hours of PD</li> <li>-per session hours for parent workshops</li> <li>-per session hours of after-school tutoring</li> <li>-per session hours of intensive tutoring</li> <li>- per session hours for translations</li> <li>- 34 per diem days for push in teacher</li> </ul>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	instructional materials: <ul style="list-style-type: none"> <li>- review books</li> <li>- notebooks</li> <li>- chart papers</li> <li>- pens</li> <li>- calculators</li> <li>- paper</li> </ul> \$5,108.64	To support the after school and intensive programs, materials will be purchased to help students grow academically.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$51916

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$51,916.00	\$51,916.00