



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: JAMES MADISON HIGH SCHOOL

DBN (i.e. 01M001): 22K425

Principal: JODIE COHEN

Principal Email: JCOHEN9@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: MICHAEL MAMMET

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jodie Cohen	*Principal or Designee	
Esther Nekrutman	*UFT Chapter Leader or Designee	
Marisa Gerone	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Spenser Scherling Gabiella Yemyashev	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- teacher	
AnnMarie Cariello	Member/ Parent	
Amy Gleason	Member/ Parent	
Margie Szpicek	Member/ Parent	
Rita Chess	Member/ UFT- Guidance Counselor	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the number of students in the school's population who achieve a score of 80 or higher on a Mathematics Regents exam will increase by 5%.

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.

The 80 or higher on a Mathematics Regents benefits both the school community and the student. The student is exempt from CUNY remediation classes and they are fulfilling the admissions requirement for four year CUNY schools. The school community receives College and Career Readiness credit on the Progress Report. In 2013, 22.5% of students who took any Mathematics exam achieved an 80 or higher.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Increase student/parent awareness of the benefits of obtaining an 80 on a Mathematics Regents exam.
2. Offer targeted tutoring for students who are retaking Mathematics exams to improve their grades.
3. Use of APEX Learning software to supplement in-classroom instruction.
4. Revision of curricula aligned to item analysis from previous Regents examination results.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, AP Mathematics, APPPS, Numeracy Coordinator, Guidance Counselors and Mathematics Teachers
2. Principal, AP Mathematics, APPPS, Numeracy Coordinator, Guidance Counselors and Mathematics Teachers
3. Principal, AP Mathematics, AP Special Education, APO, APPPS
4. Principal, AP Mathematics, Numeracy Coordinator and Mathematics Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student enrollment for retaking examinations.
2. Student attendance at tutoring sessions, monitored on a weekly basis.
3. Observation reports conducted at a minimum of twice a semester per teacher.
4. Assessment of revisions to curricula aligned with CCLS and student needs.

D. Timeline for implementation and completion including start and end dates

1. September, 2013 to June, 2014
2. September, 2013 to June, 2014
3. November, 2013 to June, 2014
4. September, 2013 to June, 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Creation of third term classes targeted at supporting students to prepare for the Regents. By modifying the curriculum to carry over three semester it lends itself for more opportunities for individualized instruction.
2. Additional tutoring opportunities during lunch periods and after school.
3. Purchase of APEX Learning software.
4. Professional Development days dedicated to analyzing item analysis from Regents Examinations to enhance curricula.

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).

Presentations at PTA meetings and other school wide programs with translators available to provide access to all parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

X TL ELA/MATH Support

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the number of Students with Disabilities in the 9th grade who are promoted with their cohort will increase by 5%.

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.

This group of students has traditionally underperformed academically as compared to their non-disabled peers. In 2013, 66% of the 108 SWDs who entered 9th grade in 2012 were promoted to 10th grade.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We are supplementing in-classroom instruction with online instructional software within Mathematics and English core courses.
2. Math and literacy instruction will be supplemented with APEX Learning software
3. Enhance the use and application of vocabulary in context.
4. Increase the collaboration between teachers in the grade level and content.
5. An Inquiry Team who will target students who do not make progress towards the goal as of the second marking period.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, AP Special Education and Classroom Teachers
2. Principal, AP Special Education, AP Mathematics, AP English, Math and Literacy Teachers
3. Principal, All Assistant Principals and Classroom Teachers
4. Principal, AP Special Education, All Dept. Supervision APs and Classroom Teachers
5. Principal, AP Special Education and Inquiry Team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The effectiveness of this program will be assessed by the improvement in classroom averages on Skedula
2. Revisions to curriculum maps and lesson plans.
3. Classroom observations
4. Teacher team meetings
5. Minutes from the inquiry team and agendas from the meetings

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Purchasing of additional licenses for classroom use of online systems
2. Purchasing of APEX Learning
3. Additional materials will be purchased to support the creation of content glossaries for students
4. Professional Development time being set aside for teacher team meetings for at least three hours a month
5. Inquiry Team meetings scheduled beyond the school day

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).

Mandatory parent meeting for students who fail two or more courses in the second marking period

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the number of students who achieve proficiency on the NYSESLAT will increase by 3%.

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 2013, 352 students took the NYSESLAT exam. These students achieved the following scores: 11% Beginning, 30% Intermediate, 39% Advanced and 20% Proficient.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teacher teams meet to evaluate the pre-assessment on all levels of instruction. They identified different deficiencies, primarily in writing skills, vocabulary development, grammar in context, essay writing, and reading techniques. Using this information, they update curriculum and modify lessons.
2. Targeted tutoring for all modalities, but with special emphasis on writing and reading.
3. Teachers in skills intensive workshop classes maintain portfolios to address the specific needs of individual students.
4. Increased communication with all teachers who interact with ELLs.
5. Title III Professional Development focused on the increase use of technology in the classroom.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, AP Foreign Language / ESL, BESIS Coordinator, ELL Coordinator and ESL teachers.
2. Principal, AP Foreign Language / ESL, BESIS Coordinator, ELL Coordinator and ESL teachers.
3. Principal, AP Foreign Language / ESL, BESIS Coordinator, ELL Coordinator and ESL teachers.
4. Principal, AP Foreign Language / ESL, BESIS Coordinator, ELL Coordinator and Assistant Principals of Supervision
5. Principal, AP Foreign Language / ESL

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher team meetings
2. Tutoring schedules and attendance sheets from tutoring sessions. Additionally, teacher correspondence due to tutoring.
3. During classroom observations, the portfolios will be reviewed for effectiveness.
4. Articulation with content area teachers. Dissemination of data so that teachers can align instruction to the ELL needs.
5. Attendance at workshops and evidence of implementation in lesson plans.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School based option days to be used for teacher team meetings
2. Per-diem teacher days used for ELL targeted tutoring
3. Purchasing of additional classroom resources for modifications to the curricula.
4. Secretarial assistance for articulation of ELL services
5. Per-Session for staff to facilitate the workshops. Purchasing of additional supplies to support the instructional program.

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).

Monthly parent meetings with translators in the four high incidence languages.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the number of students who graduate with an Advanced Regents diploma will increase by 3%.

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 2013, 26% of our 835 students graduated with an Advanced Regents Diploma

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Guidance counselors will maintain graduation checklists.
2. Parental meetings to identify the benefits of an Advanced Regents Diploma for the college application process
3. Double period Trigonometry in the spring
4. Full implementation of passing five classes and physical education to be eligible for a PSAL team and any other extra-curricular activity

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, APPPS, House Coordinators and the Guidance Counselors
2. Principal, APPPS, House Coordinators and the Guidance Counselors
3. Principal, APPPS, AP Math, APO, Programming Office and Guidance Counselors
4. Principal, APPPS, APO, Athletic Director, Coaches, COSA, Guidance Counselors, House Coordinator and all Club Advisors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student signed check lists.
2. Attendance sheets and agendas at parent meetings
3. Creation of double period Trigonometry classes in the spring semester to give greater support to students in this high need area who are taking the regents.
4. Monitoring of students report cards to ensure that the high expectations are met.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014

3. September 2013 – June 2014
4. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Time allotted for counselors to pair with their colleagues to double check senior transcripts. Purchase of Naviance.
2. Evening parent meetings and per-session for additional staff presenters
3. Additional mathematics teachers for double period classes
4. Analysis of students report cards to identify eligibility

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).

Hosting parent meetings at varied hours to accommodate parent work schedules. Topics at meetings include those related to scholarships and the college application process

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

- 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1.

D. Timeline for implementation and completion including start and end dates

- 1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Targeted instruction and on-line supplemental support	Small group and one-to-one	During lunch and after school
Mathematics	Targeted instruction and on-line supplemental support	Small group and one-to-one	During lunch and after school
Science	Targeted instruction and on-line supplemental support	Small group and one-to-one	During lunch and after school
Social Studies	Targeted instruction and on-line supplemental support	Small group and one-to-one	During lunch and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group meetings created based on identified student need areas.	Small group and whole class	During the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The Principal and APs received ongoing job-embedded professional development and support for the Advance implementation for our CFN. Using the Danielson's rubric, data is collected during the informal and formal observation process and is used to identify the needs of teachers, which in turn is used to make decisions on the appropriate professional development options.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

I. General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

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

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

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

LIST ACTIONS

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

LIST ACTIONS

4. James Madison High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - i. Title III
 - ii. CASA Arts Grant
 - iii. Alumni Association support
 - iv. Arthur Ashe Academy
 - v. NAF

- vi. Justice Resource Center
- vii. RESO A grant funding to increase technology in the classroom

LIST ACTIONS

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

LIST ACTIONS

SUCH AS:

- Walk-through of the school's programs by members of all constituencies.

6. James Madison High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. CCLS;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

LIST ACTIONS

SUCH AS:

- Purchasing APEX software for ESL students
 - Calculators for the Mathematics department
 - Chart and art supplies to further prepare our students for art competitions
 - Musical Instruments to enhance our ever growing music programs
 - SmartBoards to enhance instruction and the teacher's ability to further differentiate instruction
 - Purchasing of additional laptop computers to enable our Law students to prepare for statewide competitions.
 - Supplies for our poster maker to assist teachers in creating a student centered work environment
 - Equipment to be used by our extensive Physical Education elective courses
- b. James Madison High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- increasing the capacity for communication on our school's website
 - increasing the number of teachers using Skedula

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

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Mikal Ross Costantino. This policy was adopted by the James Madison High School on 9/25/2013 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 18, 2013.

Principal's Signature: Jodie Cohen

Date December 6, 2013

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Parent Compact

James Madison High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-12.

Required School-Parent Compact Provisions

School Responsibilities

James Madison High School will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - The school will provide the students with access to a diversity of elective classes in all of the core subject areas as well as in Music, Art and Physical Education. In addition, the school will continue to reduce the Guidance Counselors caseload to provide their children with greater social and academic support. We will also continue to support the school's house model where the house coordinator acts as a conduit for the student's overall instructional experience.
- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Six times a year, the school will provide formal report cards. Teachers will also use Skedula to provide regular communication to parents on their child's progress and attendance.
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - We have a school phone system that allows parents to leave messages for every teacher in their department. The teachers make themselves available during their Professional periods to meet with parents when the need arises.
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents are invited to attend the school to meet with their child's teacher and/or guidance counselor. They can volunteer for any school trip or performance. Parents are invited to attend:

Sing Performance

Toys for Tots collection drive

Open House

Winter Concert Series

Monthly PTA meetings

Inter High School SING

Spring Musical performance of *Legally Blonde*

Spring Concerts

Senior Awards Ceremony

Individual House Awards Nights

Graduation

Many cultural groups meet throughout the year after school

Title III tutoring, Monday – Thursday

Title III parental involvement program

Lunchtime tutoring

MOUSSE squad

Project Support Tutoring program, Monday - Thursday

Many Sporting Events for PSAL teams

Parent Responsibilities

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

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

I. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 22	Borough Brooklyn	School Number 425
School Name James Madison High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jodie Cohen	Assistant Principal Maria Di Lorenzo, AP ESL/FL
Coach RoseAnn Salatino /Literacy	Coach Martina Gately/Mathematics
ESL Teacher Wan Siu Mok	Guidance Counselor Rita Chess
Teacher/Subject Area Luisa Orlovac/NLA Spanish	Parent
Teacher/Subject Area Wendy Krasnoff/ESL	Parent Coordinator Laraine Izzo
Related Service Provider Mireille Casimir	Other Jose Inoa, AP Organization
Network Leader(Only if working with the LAP team)	Other Olivia Duran, IAAP Special Ed

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 currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	11	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	4	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	3094	Total number of ELLs	403	ELLs as share of total student population (%)	13.03%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										116	147	61	79	403
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	116	147	61	79	403

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	403	Newcomers (ELLs receiving service 0-3 years)	280	ELL Students with Disabilities	48
SIFE	28	ELLs receiving service 4-6 years	73	Long-Term (completed 6+ years)	50

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	280	15		73	10		50	3		403
Total	280	15	0	73	10	0	50	3	0	403

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	21	5	8	54
Chinese										18	34	22	16	90
Russian										35	38	13	17	103
Bengali										0	1	0	1	2
Urdu										8	8	3	9	28
Arabic										8	8	3	0	19
Haitian										4	5	2	3	14
French										1	1	0	1	3
Korean										0	0	0	0	0
Punjabi										1	1	1	1	4
Polish										0	0	0	0	0
Albanian										1	2	1	0	4
Other										20	28	11	23	82
TOTAL	0	116	147	61	79	403								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										35	30	5	12	82

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										31	59	26	35	151
Advanced (A)										50	58	30	32	170
Total	0	0	0	0	0	0	0	0	0	116	147	61	79	403

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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 (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	319		98	
Integrated Algebra	290		171	
Geometry	61		44	
Algebra 2/Trigonometry	29		26	
Math				
Biology				
Chemistry	69		38	
Earth Science	50	17	21	11
Living Environment	251	23	125	9
Physics				
Global History and Geography	124	86	57	41
US History and Government	184	62	105	22
Foreign Language				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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. Effective February 1, 2014 the New York State Identification Test for English Language Learners (NYSITELL) will replace the LAB-R. Hopefully, this will be a more reliable instrument for determining placement of ELLs in the varying levels of ESL.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
4. For each program, answer the following:
 - a. 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?

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 and NYS Regents Examinations, and after using data from various sources—ARIS, STARS, ATS and SKEDULA, we anticipate the continued need for the implementation of instructional initiatives to ensure that ELLs have access to rigorous content and achieve success on state assessments. Among these instructional initiatives are: the use of the results of assessments and resources from the assessments to support ELLs in their efforts to increase reading and writing proficiency in English; scaffolded instruction with special emphasis on modeling, bridging, contextualization, schema building, metacognitive development and text representation and differentiated instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?
We review current data in light of the fact that the Language Allocation Policy provides a framework for programmatic and curricular decisions for ELLs on their way to acquiring academic English proficiency. We provide additional support to ELLs to improve their English and native language learning skills while simultaneously empowering them to access the necessary content skills required for New York State assessments. Students are supplied with bilingual glossaries, and bilingual dictionaries for classroom and testing use. In differentiated classroom groupings in the content-area classes we pair more proficient with less proficient ELLs and allow students to use their native language classes. We provide native language instruction in Chinese, Russian and Spanish.

7. 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?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ELLs through scholarship reports that reveal passing percentages in ESL, ESL content-area and NLA classes; in-class pre and post assessments on all levels of ESL instruction, Regents results, ELL Predictive results, NYSESLAT and participation in Title III After-School and Lunch Time tutoring Programs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. Natasha Chernikova, Ms. Rita Chess, Ms. Raquel Fernandez, the LAB-R/NYSESLAT/BESIS Coordinator, Ms. Wan Siu Mok, a fully licensed and certified tenured ESL teacher and the International House Coordinator, Ms. Luisa Orlovac, a fully licensed Spanish/NLA 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.

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.

2. At the time of initial identification of the child as an ELL, the parent/guardian is given information regarding program options. The LAB-R/NYSESLAT/BESIS Coordinator, Ms. Wan Siu Mok, a fully licensed certified and tenured ESL teacher sets up an individual online viewing of the DOE's video in the appropriate language. After LAB-R testing, Entitlement Letters are sent out. For those who test out of LAB-R, non-entitlement letters are sent. The parent/guardian is provided with the opportunity to ask questions. Within 10 days, there is a Parent Orientation Workshop. Parents of newly-enrolled ELLs are sent letters by U.S. Postal

Service and via backpack by the Assistant Principal, ESL/Foreign Languages informing them of the date and time of the meeting. The Parent Orientation Workshop is conducted by the Assistant Principal, ESL/Foreign Languages, Maria Di Lorenzo, Ph.D., a fully licensed certified ESL, Spanish and French teacher, The LAB-R/NYSESLAT/BESIS Coordinator, the Bilingual Counselors, Ms. Natasha Chernikova and Ms. Rita Chess., the Parent Coordinator, Ms. Laraine Izzo, the Assistan Principal, Organization, Mr. Jose Inoa, the Assistant Principal Pupil Personnel Services, Mr. Jason Marino, the IAAP Special Education, Ms. Olivia Duran 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. If parents do not choose an ELL Program, the default is bilingual education. 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. Ms. Mok records parent choice information in the ELPC screen in ATS within the mandated 20 school days of enrollment, including the dates of LAB-R administration, whether the parent was provided with information about ELL programs, which program the parent chose, and in which program the student was placed.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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.)

If parents do not choose an ELL Program, the default is bilingual education. Paste response to question here:

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.

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the spring term the NYSESLAT is administered to all ELLs to determine students' placement at each level of instruction. Consistent, ongoing collaborative efforts ensure a smooth administration of the NYSESLAT. Multilingual letters are sent to the parents of ELLs to inform them of the NYESLAT dates and to inform them of the importance of this assessment. Letters are sent out to the entire teaching staff informing them of the NYSESLAT schedule so that they do not administer other tests to ELLs during this time. Students are individually tested for the speaking section in a separate location. The testing is conducted by licensed ESL teachers. The listening, reading and writing tests are administered during the New York State mandated time. Students with disabilities are provided with the allowable accommodations.

6. 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.) 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.  With regard to parent option, over the past several years, parents of ELLs have consistently chosen the freestanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
- a. At James Madison High School the organizational model is the self-contained model for ESL and ESL-content area classes in Science and Social Studies.
 - b. ELLs are homogeneously grouped as per NYSESLAT/LAB-R results for the self-contained ESL classes. They are heterogeneously grouped for 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. 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)?

In accordance with CR Part 154, beginning level students are enrolled in three periods daily of ESL instruction, one ESL class, one ESL skills-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. 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 2015 English Language Learners. This constitutes an additional 225 minutes of English language instruction weekly. Currently we offer two beginning level ESL classes with four accompanying workshop classes; two sections of low-intermediate ESL with two accompanying skills classes; two sections of high-intermediate ESL with two accompanying skills classes; two sections of off-track ELA Regents prep skills classes at the high intermediate level; two advanced level ESL skills class for 9th and 10th grade ELLs on the advanced level, three English Regents prep skills classes for 11th grade ELLs on the advanced level, an ELA Regents prep class for 12th graders on the advanced level and a post- ELA Regents skills class for 12th graders on the advanced level of NYSESLAT. Cohort 2014 and 2015 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

English Language Learners take content-area ESL Science 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. SMART Boards and 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. Currently ELLs are enrolled in 3 ESL Living Environment classes. There are two third term ESL Living Environment classes to give extra support and seat time to students who failed the Living Environment Regents last year. We offer 2 ESL Chemistry classes and 3 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 4 sections of ESL Global History and Geography, term 1; and 1 section of ESL Global History and Geography, term 3; 3 sections of ESL U.S. History and Government, term 1 and 3 sections of ESL Participation in Government. This year we offer 3 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 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
In order to ensure that ELLs are appropriately evaluated in their native languages, pre, interm and post-assessments are designed and administered.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In implementing the Common Core, all ESL curricula have been updated to reflect an effort to ensure that all four modalities are taught and evaluated throughout the year on all levels of ESL instruction. Every ESL lesson must reflect attention to each modality to a greater or lesser extent depending on the lesson content and scope. Assessments, both formal and informal cover all four modalities. Teacher teams meet periodically to discuss ways of using data from assessments to inform instruction.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At James Madison High School we differentiate instruction to enhance teaching and learning for all ELL subgroups in accordance with the Universal Design for Learning Guidelines. 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 28 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. This year we purchased the Grammar in Context series for all levels of instruction in ESL to enable students to be better prepared for the new NYSESLAT. 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 admitted new to the NYC Public School System 49 ELLs. To date, 12 of these newly-arrived ELLs LAB-R tested on the beginning level, 17 on the intermediate level and 20 on the advanced level. The majority of our ELLs fall in the category of 0 to 3 years--280 to date. Small group instruction is used extensively. Teachers scaffold instruction that is infused with differentiated instruction. 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 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 50 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.

7. 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?

48 ELLs have been identified as having special needs-- English Language Learners identified as ELL-SWDs and are programmed for ESL instruction as per their IEPs. There are 26 on the 9th grade level, 11 on the 10th grade level, 5 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. Additionally, pertinent instructional information from IEPs has been disseminated to teachers including: testing accommodations and non instructional services. 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, David Copperfield, Mutiny on the Bounty, Pride and Prejudice, Aesop's Fables, etc. Additionally, classroom instruction is supplemented by on-line instructional softwares from Plato, APEX Learning and Math XL. They are 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 mandates. 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 for ICT planning.

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

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 2014 and Cohort 2015 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 push-in 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, Ukrainian 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, Ukrainian, Urdu and Vietnamese dictionaries. Teacher teams address ELLs in ELA, particularly off-track ELLs. We offer Title III 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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 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.

11. What new programs or improvements will be considered for the upcoming school year?

Targeted Mathematics instruction for students who scored between a 75 and 79 on a mathematics regents during their lunch period.

12. What programs/services for ELLs will be discontinued and why?

We have discontinued the Bilingual Spanish Program due to the fact that there are only six students currently enrolled. We continue to offer NLA to these students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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 ESL curricula are aligned with the Common Core Listening, Speaking, Reading and Writing Standards. They analyze and interpret informational text and are taught how to formulate arguments based on the content of the text. Teachers use the technology of the SMART Board to design effective lessons. Lessons are enhanced visually for English Language Learners and teachers make extensive use of audio and video CDs and ancillary materials and resources.

ESL Instructional Materials

ESL (ESS81)

Shining Star: Introductory Text and Workbook

Listening Materials from Shining Star
Write From the Start - 1st half

ESL 1 Workshop (ESS81 QWA)
Keys to Learning Text and Workbook
Composition Practice 1
Collaborations
Working at the Supermarket
Saturday Afternoon
After School Work
Teenagers in the Morning
The First Day of School (Heinle Reading Library)
Career Day at School
Here is My Family
Holiday Scrapbook
Joel's Senior Yearbook
Friends at Lunch
Rip Van Winkle (Illustrated Version)
Legend of Sleepy Hollow
William Tell
Around the World in Eighty Days

ESL 1 (ESS81 QWB)
English Is Fun--Amsco
Chapters 1, 2, 4, 7, 17, 19
Side by Side 1 – 1st half
World English Intr

ESL 2 (ESS82)

Shining Star: Introductory Text and Workbook (continued from L1)
Listening Materials from Shining Star
Reading Explorer 1
Write From the Start - 2nd half
Tom Sawyer – Oxford
Jane Eyre
Elephant Man- Oxford
Around the World Oxford

ESL 2 (ESS82QWA)
Keys to Learning Text and Workbook
Dracula
Stories to Tell Our Children
Columbus and the New World (Footprint Reading Library)
Volcano Trek
Happy Elephants
How's the Weather?
Alaskan Ice Climbing

ESL 2 (ESS82QWB)
Reading Connections 1

Grammar in Context 1A
English is Fun Amsco
Chapters 3, 5, 6, 10, 11-15, 16, 18, 20
Side by Side 1 – 2nd half

ESL 3 (ESS83)

Reading Explorer Intro
Voices in Literature Silver
Dr. Jekyll and Mr. Hyde
Frankenstein
A Christmas Carol

ESL 3 Workshop (ESS83QW3)

Reading Connections 2
Grammar in Context 1B
Side by Side - Book 3 - Prentice Hall
Reason to Write (low intermediate)
Great American Stories I - Prentice Hall

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 is for native speakers of Chinese who do not have advanced reading and writing skills. The texts for the Chinese Language Program are: Ni Hao Levels 1, 2 and 3.

The Chinese literature program is designed to familiarize students with masterpieces of Chinese literature from various genres. The following materials are used:

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 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. All levels cover Russian classical literature and include the following authors:

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

Instructional Materials

Social Studies

In the ESL content classes the Social Studies Department uses 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. Students use World Atlases and teachers use a variety of audio-vosual resources. In the Title III intensive tutoring modules 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:

Topical 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—Topical
Pearson Review of Biology

ESL Earth Science

PearsonEarth Science
Topical 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

. 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.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

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).

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

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.

19. For schools with dual language programs:

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

n/a

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. This year a major focus will be the continued 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 of ELLs 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:

Danielson's Framework for Teaching

Understanding MOSL

Formative and Summative Assessments

Looking at Student Work and Establishing Protocols to Analyze Student Work

Use of data from the ELL Periodic Assessment, NYSESLAT, NYC Performance Test, SKEDULA, ARIS and Regents to inform Instruction/Data-Driven Lesson Planning

Implementing the Universal Design for Learning Guidelines: 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

Technology Training

Backward 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 and the UDL Guidelines in ESL Curriculum

Maps

Implementing Strategies for the Development of Cognitive/Academic Vocabulary

Closing the Achievement Gap for ELLs

Dealing with Students in Crisis

ELL Mandates

Common Core Lesson Plan

Getting to College/NAVIANCE
Dealing with Students in Crisis

2. We offer a wide range of professional development opportunities to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. In Department Meetings and teacher team meetings we continually revise and update curricula to reflect alignment with the Common Core and UDL Guidelines. We work on lesson planning through Backward Design and train teachers in infusing the CCLS and the UDL Guidelines into their lessons. We train teachers in designing effective questioning techniques to strengthen their lessons by infusing academic rigor in accordance with the CCLS. In teacher teams we examine student work and develop protocols for assessing student work in light of the CCLS and the UDL Guidelines. Through Faculty Meetings, Department Meetings and Professional Development Workshops teachers share best practices for implementing the CCLS across the disciplines. We will use data from the ELA predictives for the Common Core ELA Regents to inform instruction in terms of empowering students to formulate and defend arguments based on the reading and interpretation of informational text. In Title III Professional Development workshops interdisciplinary teacher teams share methodologies for assessing student work in light of the CCLS.

3. 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.

4. 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 2013. All newly-hired staff is given the following resource: Every Teacher's Toolkit: Closing the Achievement Gap for English Learners, published by Pearson Longman. To date we have offered three two hour sessions--September 17, 2013, November 12, 2013 and December 10, 2013. Among the topics discussed were the following: the ELL Identification Process, Program Placement, Programs that Support ELL Achievement--TBE, Dual Language Freestanding ESL, CR PART 154 Mandates, Assessment for ELLs, Supporting Newcomer ELLs, Title III Programs, Coherent and Rigorous ELL Education Implementing the CCLS, Strategies for Teaching ELLs, Culturally and Linguistically Responsive Teaching and Help by Content Area, ELL Parental Involvement, Translation Plan. The 4th two hour session will be held in January 2014.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

. 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: Implementing the Common Core Learning Standards: College and Career Readiness; Preparing English Language Learners for the ELA Regents; Preparing English Language Learners and Parents of English Language Learners to use Pupil path for Communication; Preparing English language Learners for the NYSESLAT. At the PTA meetings we provide translators in the major languages through the Translation Plan. In the Fall Semester each year we mail parents of ELLs individual Parent Reports for the NYSESLAT. We offer Parent Trainings to explain the data.

2. We continue to collaborate with Goodwill Industries for translation services at parent meetings. 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/Pupil Path, 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)

E. 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.

Part VI: LAP Assurances

School Name: James Madison High School

School DBN: 22k425

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jodie Cohen	Principal		10/25/13
Maria Di Lorenzo	Assistant Principal		10/25/13
Laraine Izzo	Parent Coordinator		10/25/13
Wan Siu Mok	ESL Teacher		10/25/13
Muhammad Arshad	Parent		10/25/13
Luisa Orlovac/NLA Spanish	Teacher/Subject Area		10/25/13
Wendy Krasnoff/ESL	Teacher/Subject Area		10/25/13
RoseAnn Salatino/Literacy	Coach		10/25/13
Martina Gately/Numeracy	Coach		10/25/13
Rita Chess	Guidance Counselor		10/25/13
	Network Leader		1/1/01
Jose Inoa/AP Organization	Other		10/25/13
Olivia Duran/AP Special Ed	Other		10/25/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **22k425** School Name: **James Madison High School**

Cluster: **4** Network: **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, Pupil Path Instructions, 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. 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 Georgia since the DOE does not offer services in these languages. Additionally, we use the services of the DOE Translation Unit for translations into Bengali and Arabic.

- 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 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.
- We also utilize the services of parent volunteers and volunteers from Goodwill Industries.

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

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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"> Per session Per diem 	824 hours \$41,357.00 34 per diem days \$ 5,698.00	Teachers will be participating in: <ul style="list-style-type: none"> - per session hours of PD -per session hours for parent workshops -per session hours of after-school tutoring -per session hours of intensive tutoring - per session hours for translations - 34 per diem days for push in teacher
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	instructional materials: <ul style="list-style-type: none"> - review books - notebooks - chart papers - pens - calculators - paper \$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		
TOTAL	\$51,916.00	\$51,916.00