

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 22K425
School Name: JAMES MADISON HIGH SCHOOL
Principal: JODIE COHEN

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 22K425
School Type: High School Grades Served: 9 - 12
School Address: 3787 Bedford Ave, Brooklyn, NY 11229
Phone Number: 718-758-7200 Fax: 718-758-7341
School Contact Person: Jodie Cohen Email Address: Jcohen9@schools.nyc.gov
Principal: Jodie Cohen
UFT Chapter Leader: Esther Nekrutman
Parents' Association President: Marisa Gerone
SLT Chairperson: Mary Juliano
Student Representative(s): Stephanie Dukich and Gabriella Yemyashev

District Information

District: 22 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn NY 11234
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 929-271-3608 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 405 Network Leader: Michael Mehmet

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jodie Cohen	*Principal or Designee	
Esther Nekrutman	*UFT Chapter Leader or Designee	
Marisa Gerone	*PA/PTA President or Designated Co-President	
Diane Connelly	DC 37 Representative, if applicable	
Stephanie Dukich Gabriella 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	
Ann Marie Cariello	Member/ Parent	
Amy Gleason	Member/ Parent	
Margie Szpicek	Member/ Parent	
Rita Chess	Member/ UFT – Guidance Counselor	
Barbara Tolas	Member/ UFT – Guidance Counselor	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school is a traditional large zoned city high school with 3,055 students from grades 9 through 12, with a small screened population. The school's population is diverse with the following breakdown: 17% Black, 16% Hispanic, 46% White, and 21% Asian students. The student body includes 13% English language learners and 13% special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2012 - 2013 was 90.6%. To provide all students with access to the instructional program and to bridge cultural barriers, we have fortified our already established "house" system (in which students are programmed according to their needs, interests and talents) by fostering a more collaborative community and by creating "model classrooms," an initiative further explained below. Already, we have seen increased attendance, decreased suspensions, and higher academic performance across the board.

The school's mission statement is: to instill the "principles of Madison" by using a variety of data to address the individual needs and interests of students, and to provide a course of study that holds them to high standards and that is inherently enriching and supportive. Access to the instructional program will be achieved through an emphasis on big ideas and differentiation.

This year, we have established collaborations with:

- St. Joseph's College
- Kingsborough Community College
- Justice Resource Center
- National Academy Foundation
- NYC Mentoring Program
- SUNY Downstate
- Roundabout Theater
- Local Elementary, Middle and Junior High Schools
- Midwood, Murrow and Goldstein High Schools
- Teaching Entrepreneurships
- Mouse's 3D, Design and Fabrication

School Strengths and Accomplishments:

We have 154 teachers and additional staff members in various other supporting roles, on staff- administrators, paraprofessionals, guidance and crisis counselors and aides. We boast a very high retention rate, with most staff members initiating their careers in and ultimately retiring from the same building. Although our instructional program is broad, and our student population diverse, the adult learning community is strongly united. We collaborate in creating school goals, in creating pre-assessments and implementing them across curricula. Our curricula are organized around units of study developed by staff. We perform inter-visitations, and share best practices electronically and through staff development. Every staff member is part of a collaborative team.

The 2013-2014 school year was one filled with accomplishments for the James Madison High School community with the installation of Mrs. Jodie Cohen, alumna, former teacher and assistant principal of organization as the new principal of Madison. October 2013 marked major accomplishments for school. Mrs. Cohen worked very passionately to help build the school community, enhance teacher practice, and produce

positive student performance outcomes. What follows are just a few examples.

The Law Institute continues to bring pride to JMHS. Our Moot Court and Mock Trial Teams are some of the most competitive in the city. In fact, this past January our school was invited, for the first time, to send student and staff representatives to the International Moot Court at the Hague in the Netherlands. It was a wonderful first of many international experiences the Madison community aspires to have. To that end, Madison is planning its first international trip to London, Paris and Rome for the Spring, 2015 break. Our “We the People” team is the best in the city. We are not just being hyperbolic when we say so. We placed first in the city championships in December, competed in the state championships in March, where we placed second. We have had students also earn distinction through the New York County Law Association and the WISE Quality of Life Competition.

SING! Continues to be a celebrated tradition at Madison. This past year, however, Madison competed alongside the two other neighborhood “M”s, Murrow and Midwood, in the first ever “Brooklyn Sings” Inter-SING! Competition, where we were distinguished as the greatest fundraisers (over \$20,000) for the American Cancer Society’s Relay for Life. Our student body demonstrated its spirit in other ways throughout the year, participating in the Spring Musical performance of Broadway’s *Legally Blonde: The Musical*, and in our very first student talent show. James Madison High School’s Marching Band is known all over the city, and was even spotlighted on WNYC Radio for the performance it gave at Brooklyn’s annual Memorial Day Parade.

The boys’ and girls’ track teams have moved quickly through the ranks this year, and are now officially the fastest in New York State. Meanwhile, the boys’ varsity volleyball team made Madison proud when they won their division this spring. And our girls’ flag football team is headed to the championships. We added many PSAL teams this past year to our athletic offerings that in September, 2014 resulting in our having the second largest PSAL program in New York City. The increase in the PSAL program to include thirty-six teams provided the students with a positive venue to spend their after-school hours. Coaches provide another layer for academic and social support for our students. Since an important component of the program is the idea of the scholar-athlete, students will not be eligible for any PSAL program unless they pass five classes and physical education and maintain a 75% average. This practice serves to underscore the importance of developing a well-rounded student.

Our students have also earned distinction in arts and in academics. We had art students place at PS Art and earn placements in the highly-coveted Fashion Design major at FIT, while many of our school musicians and singers participated in this year’s prestigious “Honors Music Festival for NYC High School Students.” Our Robotics Club and Bio-Med House have similarly earned JMHS distinction by placing at the NYC Science and Engineering Fair and the Brooklyn College Science Expo, while our Information Technology (IT) House and Academy of Finance (AOF) garnered accolades at the South Brooklyn Invitational Mathematics Competition and prestigious summer internships for its students at Verizon.

Madison continues to produce impressive publications such as the school newspaper, *The Madison Moment*, the Law Journal, *Amicus*, the Art Portfolio Magazine, *Stasis*, and *The Nexus*, our staff newsletter. These publications reflect the exemplary work of staff and students, and the contributions we make to the community at large. Many of these contributions are made through the Student Government, which has run several blood drives and various fund raisers this year. Our school was recognized by the Leukemia and Lymphoma Society and the American Cancer Society for our dedication to and support of those organizations. The excellence of James Madison High School can be seen in the numbers that correspond to our graduating class. We have 7 Macaulay Honors recipients this year, a record for the school, and the largest number of student recipients from a single school in the entire city this year. Our students in the class of 2014 have also earned almost \$2 million in college scholarships! We are so proud of our accomplishments, and we are certain that the current school year will be an even greater year!

Model Classroom Initiative:

Based on observations and on student data, and with the roll-out of Danielson, decisions were made by our collaborative community to focus staff development on rigor, the design and implementation of student-centered lessons, the development of effective questioning techniques and use of assessment to inform instruction. Teacher teams have been designed to strengthen and align to the Common Core, our curricula and units of study. Many of these are interdisciplinary. Inter-visitations take place regularly, communication is facilitated through Skedula, and a number of ICT classes have been established to meet the needs of ISS students while giving them equal access to the instructional program. We have also increased the way we use and the amount of available technology in the classroom, and have made faculty Power Point presentations and electronic resources available to all staff in the school Dropbox. We have designed a professional development calendar to provide teachers with opportunities for growth in a variety of areas. The culmination of our work has been the creation of the "Model Classroom" initiative, in which teachers rated as highly-effective open their classrooms to showcase best practices. This includes the use of formative assessment, the use of Webb's Depth of Knowledge when planning lessons, the design of student- to-student questioning techniques, differentiated instruction as per the UDL Guidelines, and the creation of alternative forms of assessment, all while promoting a culture of learning and using the physical environment of the classroom to that end.

The Initiative has 4 components:

A Calendar of Professional Development: Workshops focus on a best practice to be replicated, or on providing training in the use of technology, or in incorporating a specific methodology into instruction. Materials and/or activities are provided/prepared.

Inter-Visitation: Teachers are encouraged to welcome colleagues into their classrooms to share best practices. Teachers who would like to observe other teachers do so during their free periods, or can request coverages if there is a particular class they would like to visit or lesson they would like see during a period that conflicts with their schedule. Teachers reflect on the experience, and document the skills/lessons modeled).

The Model Classroom: Model classroom teachers open up their classrooms to visitors and colleagues, scheduling some of those visits on the inter-visitation calendar, regularly incorporate technology into their instruction, and take lead roles on teacher teams.

Faculty Dropbox: Teachers are invited to submit exemplary work-- lessons, unit plans, assessments, interesting activities or readings, suggested websites, etc.,--which they are willing to share with their colleagues).

Areas the school has demonstrated the most growth:

In the 2013-2014 school year the school culture improved overall. Every Friday, one would walk into the building and see almost the entire staff wearing their school's colors expressing their support of the Madison community. The change in culture has led to an increase in the daily attendance rate with an increase in the passing percentages across the board. Teachers were motivated to create new courses and search opportunities beyond the school walls to further strengthen their professional practices. With the roll-out of Advance, only one of our teachers was rated developing and twenty were highly-effective. There were no ineffective teachers. Weekly professional development opportunities and inter-visitation led to teachers' using the Danielson Framework to help strengthen their practices. Through the analysis of data, students were moved to reach their greatest potential. The 75.9% graduation rate was the highest Madison High School has seen in years.

The introduction of an Assistant Principal of Special Education, Ms. Olivia Duran enabled the department to

move in directions it had not seen in years. The 67% graduation rate of students with special needs is due in part to an understanding and support system that was given to our Special Education teachers. As a result of an assessment of the department, it was identified that we needed to hire ten new Special Education teachers.

In his newly-created position as Grant Writer/Public Relations Liaison for the school, Mr. Lawrence Melamed has been able to publicize significant school events and accomplishments. The community was able to celebrate together. In the past, the school was only known for the negative. In one year, the image was improved and more students were asking for tours of the building and to see what the school was like.

Challenges and Key Areas of Focus:

Increase the passing percentage of the lowest third in the second year: It is expected that the increase in the number of special education teachers and the implementation of differentiation in the classrooms with appropriate individualized learning modifications will help this population to stay on track. .

Increase the passing percentage of the students who have previously taken either the Global History or American History Regents Examinations: Unfortunately, we have a population of students who have taken either or both exams multiple times and have not successfully earned credit. We have twelve students who have not been able to graduate due to that obstacle. In addition to providing additional courses and more tutoring opportunities, we are always investing many opportunities that would support these students under the proposed pathways to graduation.

Increase the number of grant opportunities for the school: As a non-Title I school, the level of funding is minimal. With the increase in school morale, more and more individuals are motivated to introduce new and exciting programs. In order to do so, funding is needed to support the program.

Increase opportunities for parent involvement. Through weekly meetings with topics of interest to parents, we hope to increase parent participation in the Madison community.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Students in the lowest third were not making the parallel gains with their cohort as revealed through an analysis of scholarship reports, transcripts and classroom observations. Last year, 61.9 % of second year lowest third students received 10 or more credits. In order to address this issue this year we increased the number of special education teachers to serve this population. We have identified and are addressing the need to provide professional development to teachers in methodologies for differentiating instruction, promoting student engagement and in leading students to develop critical-thinking skills. Additionally, we are addressing the need to provide teachers with technological resources to support efforts at differentiation.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

This year, 64.9 % second year lowest third students will acquire 10 or more credits by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Credit Recovery Program—Title II I Saturday Academy, Zero Period and Lunch Time Credit Recovery Program	ELLs, SWDs and Students not on track to fulfill graduation requirements on time	September 2014 – June 2014	Principal, Assistant Principals, Supervision, Credit Recovery teachers and ESL teachers

Use technology to address students' various levels of ability	Starting with NYSAA students and then all IEP students	September 2014 – June 2015	Computer Coordinator, Assistant Principal, Organization
Alignment of IEP goals to Common Core Learning Standards	All IEP students	September 2014 – June 2015	Assistant Principal, ISS, Special Education Teachers, General Education Teachers, Related Service Providers, School Psychologist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Professional development for both returning teachers and new teachers in differentiations
- Intervisitation for all teachers
- Training for creation of NYSAA portfolios
- Ipads for entire IEP population (starting with NYSAA students)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- IDEA RS IEP Para, NYS STVP General Voucher,

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. The first semester final report card grades will be used as a mid-point benchmark. Students who are not meeting the mark, will be invited for APEX opportunities during the January Regents week.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The mid-point has not been reached. However, preliminary benchmarks have been met based on first and second marking period grades.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on classroom observations and the School’s Quality Review, we have determined that although lessons may have clearly-defined structures, and the pacing of lessons provides students the time needed to intellectually engage with and reflect upon their learning, lessons are predominately teacher-centered. Additionally, students spend a majority of instructional time answering low-level questions. There is evidence of some student initiation of inquiry. In some observations teachers were answering their own questions.

During the School Quality Review there was evidence of some student initiation of inquiry and student contributions to the exploration of important content. Students also served as resources for one another. Two students planned and co-taught an advanced placement English class within a unit in which all students would be responsible for teaching their peers in rotation. English Language Learners were engaged in a debate about Darwin’s Theory where they grappled with questions such as: “Would mixing traits help an organism?” and “Which gene is more important now, and why?” In both animation and Microsoft certification classes, the teachers facilitated learning as needed, while students worked on projects either individually or in pairs. However, other classes reflected lecture-style instruction with little or no opportunity for genuine discussion or student-centered learning. There were also examples of high levels of student thinking and participation. In a college-ready class, students analyzed Shakespeare by translating it into the voices of various dialects and non-Shakespearean characters. In an algebra class, volunteers came to the board, wrote out their processes, explained them to the class and answered questions. Yet in a science class, even though a student went to the board and wrote down his process, the teacher explained it to the class. Such instructional inconsistencies reflect uneven levels of thinking, engagement and participation across classrooms. These previous examples of teacher-centered lessons reflect the practices of about 120 teachers in our school. We need to strengthen the learning environment by increasing the number of student-centered lessons and promoting various levels of questions both by teachers and by students. We need to provide professional development to teachers to support their efforts to design and implement student-centered lessons that are Common Core aligned and integrate the instructional shifts.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

.To increase the number of teachers using student-centered lessons by 10% by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>6. impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
Provide professional development to our teachers on how to create student-centered lessons and effective questioning techniques	154 teachers in all departments	September 2014 – June 2015	Principal, Assistant Principals, Supervision, teachers from various departments
Modify and develop new CCLS aligned units of study	154 teachers in all departments	September 2014 – June 2015	Assistant Principals, Supervision, teachers
Provide opportunities for teacher-inter-visitiation for the sharing of best practices	154 teachers in all departments	September 2014 – June 2015	Teachers from all departments
Increase the number of Special Education teachers	15 teachers in the department	June, 2015	Principal APO AP, Special Education

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

DropBox for intervisitation; classroom supplies, modified schedules to allow for teachers to intervisit. Professional development calendar for the school that allows for opportunities for teachers to visit each other. Instructional materials that give samples for how to use student centered lessons. Non-attendance days to allows teachers to attend workshops to then turnkey to their colleagues.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Fund for Public School – Teaching Matters

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

Monthly assessments of observations to identify when student-centered lessons were observed. Data in components 3b and 3c in ADVANCE will also be monitored monthly.

Part 6b. Complete in **February 2015**.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on teacher feedback it has been determined that we need to make provisions to provide for more opportunities for teachers to have common planning time. Collaboration with the program chair will ensure that teachers in each department teaching the same courses will have common planning time with their colleagues to ensure coherence departmentally. Additionally, we are addressing the need to increase opportunities for teachers to conduct inter-visitations so that they can observe pedagogical practice and share best practices. Common planning time and teacher team work will also focus on examining and discussing student work products and developing protocols for the evaluation of student work. As a multi-session school, we do not have a provision for PD time beyond the school day. Additionally, with the extensive PSAL program and after school activities modifications to the school’s schedule was challenging. This semester, we have teacher teams meeting once a week during their C6 time. However, the teams aren’t all as strong as the teachers would like them to be. Professional development opportunities by department are offered through collaboration among four local schools during Fall and Spring Chancellor’s Conference days.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

To increase the number of teachers participating in teacher collaboration opportunities by 25% by June, 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Schedule departments to ensure that teachers within departments have common planning time.	154 teachers in all departments	September 2014 – June 2015	Principal, Program Chair, Assistant Principal, Organization, Assistant Principals,

			Supervision
Professional development by discipline between four local high schools.	154 teachers in all departments	November 2014; June 2015	Principals—Madison, Midwood, Murrow and Goldstein, Assistant Principals, Supervision, teachers
Provide opportunities for teacher-teacher inter-visitation to share best practices.	154 teachers in all departments	September 2014 – June 2015	Principal, Assistant Principals, Supervision, teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Master schedule to allow for modifications to meet departments having common planning time. Dropbox to store teacher team work. Opportunities for teachers in each department to attend professional development to share with their colleagues.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
VATEA and Teaching Matters									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
Modifications to the school’s schedule will be made in February. The mid-point benchmark is mid-May. Observation and analysis of teacher team work, dropbox resources and intervisitation schedules.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
Modification to schedule does not begin until February, 2015.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the School Quality Review, the school’s leadership consistently communicates high expectations to staff and has implemented model classrooms featuring exemplary pedagogical practices. These expectations are consistently reiterated through ongoing faculty, department and cabinet meetings. The monthly newsletter, the Nexus is yet another vehicle to promote high expectations and scholarship in the school community as it highlights instructional best practices and student scholastic achievements. Through teacher feedback and requests, we have identified areas where further development is needed. To address the need for increasing opportunities for professional development we continue to offer a monthly professional development calendar with a variety of topics of interest to teachers across the disciplines. Topics range from safety and security issues to classroom management to designing effective student-centered lessons to Common Core units of study to understanding IEPs to ELL considerations. In order to provide teachers with exemplary models of pedagogical practice, the Principal and Assistant Principals, Supervision open their classes to visitation by teachers. Additionally, through faculty and department meetings Assistant Principals, Supervision highlight examples of observed best practices for teachers to emulate.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase the number of opportunities for professional development for the staff by 10% by June, 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Monthly calendar of professional development workshops customized	154 teachers in all departments	September 2014 – June 2015	Principal, Assistant Principals, teachers

The Principal and Assistant Principals open their classrooms to model best practices to staff.	154 teachers in all departments	September 2014 – June 2015	Principal, Assistant Principals, Supervision

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Purchase of texts that are being used during the pd workshops, per-session for APs who provide pd and additional OTPS funding based on needs introduced during workshops.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Funds for Public Schools - Teaching Matters, VATEA and Contract for Excellence									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
January, 2015 – analysis of school’s pd calendar. Monthly checks will occur – modifications will be made based on staff inpute				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After receiving requests from parents to increase communication from teachers, we identified that we need to provide more venues for parent-teacher communication. In September 2014 we held a back-to-school night for parents which was met with much success. The parents of one third of the student population attended. Teachers have come on board to use Skedula (an on-line gradebook) to help parents stay informed as to what their child is doing in the classroom. However, we have found as a school community that the parents as a whole are not taking advantage of this remarkable resource. We have also found that parents need to be better informed about the college application process and the wealth of choices available to their children.

In response to the need to increase parent involvement in the Madison community, every Tuesday at 8:00 a.m. we hold parent workshops and PTA meetings are held monthly. Among the topics discussed are those dealing with college and career readiness, Skedula and instruction, school, Regents and graduation requirements, safety procedures, the Discipline Code, understanding the IEP, PSAL teams, school safety, the college application process/Naviance and guiding parents on how to become active participants in the school community. The introduction of a Public Relations/Grant Writer in the school was created to increase the communication opportunities that the school creates with the parents – the school now has a Facebook page and a Twitter account. The school’s website is also updated in real time. The College Office is also using Naviance to email parents to provide notification for college related deadlines. All notifications to families are offered in multiple languages.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase opportunities for parent involvement in all facets of the school community by 75% by June, 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			

38. Activities that address the Capacity Framework element of Trust			
Back to School Night	Parents of students grades 9 through 12	September 2014	Principal, all Assistant Principals, teachers
Mandated use of Skedula / Pupil Path	All teachers	September 2014 – June 2015	Principal, Assistant Principals, Supervision
Providing relevant themes for weekly parent meetings and each monthly PTA meeting	Parents of students grades 9 through 12	September 2014 – June 2015	Principal, Parent Coordinator, PTA, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Phone messenger, teacher coverages to compensate for time given to attend Back to School Night, OTPS funding to support Skedula, Naviance and the school’s website. Per-session for translation services.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Funding from the PTA to sponsor evening events.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

In January, we will assess the number of opportunities presented to the parents and the number of parents attending the meetings. Additionally, we will run reports from Skedula to identify how many parents are utilizing the program.

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Level 1 or 2 on the Middle School Assessment	-Literacy Program -targeted tutoring	Double Period Classroom instruction	During the school day
Mathematics	Level 1 or 2 on the Middle School Assessment	-Four semester Algebra course -Double period in the spring semester - tutoring	Adapted curricula	During the school day
Science	Failing grade on the Living Environment Regent Exam	Four semester Living Environment course and targeted tutoring	Adapted curriculum	During the school day
Social Studies	Failing grade on the Global and/or American History Regent Exam	Targeted instruction and tutoring	Individual and small group tutoring	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on individual student need	Based on individual student need	Based on individual student need	Based on individual student need

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

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, Naviance 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

School-Parent Compact (SPC) Template

[School name], 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.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on

advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

III. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 ToseAnn Salatino / Literacy	Coach Martina Gately/Mathematics
ESL Teacher Wan Siu Mok	Guidance Counselor Rita Chess
Teacher/Subject Area Luisa Orlovac/NLA Spanish	Parent type here
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) type here	Other Olivia Duran, AP 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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	11	Number of teachers who hold both a bilingual extension and ESL certification	
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		Number of special education teachers with bilingual extensions	

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	Tot #
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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													

*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		
	ELL	EP																			
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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
Intermediate(I)										31	59	26	35	151
Advanced (A)										50	58	30	32	170
Total	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
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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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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:
- 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](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

For the Free-Standing ESL Program:

- Across proficiencies and grades ELLs the majority of ELLs are at the intermediate and advanced levels of ESL. With regard to content-area assessments taken in English and the native language, results indicate that students fare better in the native language.
- Madison High School has made great strides in making use of data to inform instruction. We need to keep up the momentum of this practice so that we can better meet the needs of each and every student. Since we are accountable to the learning community, only in taking ownership of data will we truly make progress toward meeting our goals.
- 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:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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 Assistant 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 NYSESLAT dates and to inform them of the importance of this assessment. Letters are sent out to the entire teaching staff informing them of the NYSESLAT schedule so that they do not administer other tests to ELLs during this time. Students are individually tested for the speaking section in a separate location. The testing is conducted by licensed ESL teachers. The listening, reading and writing tests are administered during the New York State mandated time. 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.

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:			

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

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

	Beginning	Intermediate	Advanced
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 Carroll

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-visual 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.

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.

Paste response to question here:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: James Madison High School	DBN: 22K425
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 160
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 19
of certified ESL/Bilingual teachers: 7
of content area teachers: 12

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 Learning Standards, we shall offer a Title III After-School NYSESLAT Preparation Program, a Title III After-School ESL/Social Studies Program, an intensive ESL, ELA and ESL content-area tutoring program and a Title III Saturday Academy for ESL/Social Studies. The programs will serve approximately 160 English Language Learners. The After-School Program will begin the week of November 10, 2014. NYSESLAT classes will be held Monday through Thursday, ESL/Global classes will be held on Tuesdays and Thursdays and ESL/U.S. History classes will be held on Mondays and Wednesdays. The programs will run until Regents week in June 2015. Intensive tutoring classes will be held twice a week for one month before the January 2015 Regents and one month before the June 2015 Regents. The Saturday Academy will run for fourteen weeks, four hours for each session beginning on December 6, 2014 and ending on May 9, 2015.

In recent years there has been a tremendous influx of students from Uzbekistan, Georgia and rural areas of China. These students are in need of intensive skills development in English. In order to accommodate the needs of ELLs who are not making gains on the NYSESLAT, especially in reading and writing which have been identified as the weakest modalities we will offer NYSESLAT preparation four times a week. Teachers will use specific instructional modifications as well as targeted pedagogical strategies to accelerate the academic achievement and English acquisition of ELLs. Teachers will use Common Core aligned ESL curricula and follow the UDL Guidelines. They will use 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. For those not meeting with success on the ELA Regents Examination we will hold intensive sessions twice a week for one month prior to the ELA Regents in January and in June.

We have identified Social Studies as the critical needs area for ELLs because they experience difficulty in accessing the dense content of the discipline. Historically, ELLs failure to achieve the Standards in Social Studies has prevented them from meeting graduation requirements. We will offer Global History and Geography twice a week and U.S. History and Government twice a week. We are going to target ELLs who have not met with success on one or both Social Studies assessments. ELLs will have the opportunity to use an online component to the program with the assistance of teachers. They will use the Chromebooks to supplement the computers we already have to support this program. We will also

Part B: Direct Instruction Supplemental Program Information

offer intensive sessions in English and Social Studies twice a week for one month prior to the Regents in January and June. We intend to offer a Saturday blended program for students who need to be prepared for the Global or U.S. Regents or both and for students who need to earn Social Studies credit. The sessions will be taught by fully licensed content-area teachers with the support of ESL teachers, the Assistant Principal ESL/Foreign Languages and the Assistant Principal, Social Studies. Teachers are trained through Title III Professional Development funding in sensitivity to this population, alignment of ESL curricula to the CCLS, UDL Guidelines for differentiation and ESL strategies and methodologies. Students will also use the Chromebooks to support the program. We will also need chart paper, paper, notebooks, review books, pens, highlighters, folders for portfolios, binders and chart paper.

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 that is Common Core aligned. Since we are in the process of implementing the Common Core Learning Standards, special emphasis will be placed on familiarizing staff on the implications of the Standards and the Universal Design for Learning Guidelines on teaching and learning in the ESL classroom.

Supporting Newcomer ELLs/Culturally and Linguistically Responsive Teaching--Wednesday, November 19, 2014

Addressing Common Core Shifts for ELLs: Lesson Planning for the ESL and ESL Content-area Classroom/CCLS/UDL Guidelines--Wednesdasy, January 14, 2015

Preparing English language Learners for the NYSESLAT--Wednesday, March 11, 2015

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of 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 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 and their Parents/Guardians to Use Pupil Path
Wednesday, November 19, 2014 5:00 p.m. - 7:00 p.m.
- Preparing English Language Learners for the ELA Regents Examination
Wednesday, January 14, 2015 5:00 p.m. – 7:00 p.m.
- Preparing English Language Learners for the NYSESLAT
Wednesday, March 11, 2015 5:00 p.m. – 7:00 p.m.
- Preparing English Language Learners for College and Careers--NAVIANCE Training
Wednesday, April 15, 2015 5:00 p.m. – 7:00 p.m.

We have arranged that all meetings be held on the nights of Parent Teacher Meetings and the Title III Professional Development Meetings so that staff can facilitate. Additionally, translators will assist parents.

Part E: Budget

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

Allocation Amount: \$49828

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 	\$27463 with fringe	<p>Professional Development</p> <p>3 PD sessions, 2 hrs each, 18 staff members = 108 hrs (\$2160)</p> <p>Parent Program</p> <p>4 meetings, 2 hrs each, 5 staff members = 40 hrs (\$1720)</p> <p>NYSESLAT tutoring</p> <p>4 tutoring sessions, 1 hr each, 10 weeks per semester = 40 hrs (80 hrs for the year -- \$3440)</p> <p>Global and US History tutoring</p> <p>4 tutoring sessions, 1 hr each, 10 weeks per semester = 40 hrs (80 hrs for the year -- \$3440)</p> <p>Intensive Tutoring (ELA, Living Environment, Earth Science and Chemistry)</p> <p>2 sessions per subject, 1 hr each, 4 weeks per semester = 32 hrs (64 hrs for the year -- \$2752)</p> <p>Saturday Academy (Global, US History and ESL)</p>

Part E: Budget

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

Allocation Amount: \$49828

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		4 hour sessions per subject, 14 weeks for the year (168 hrs for the year -- \$7224) Translations 50 hrs -- \$2150
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. 	\$22,365	Chromebooks Chart paper Paper Notebooks Review Books Pens Highlighters Folders Binders
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

Part E: Budget

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

Allocation Amount: \$49828

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
TOTAL	_____	_____

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.