

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**22K425**

**School Name:**

**JAMES MADISON HIGH SCHOOL**

**Principal:**

**JODIE COHEN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: James Madison School Number (DBN): 22K425  
Grades Served: High School  
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: Maria Bucca  
Parents' Association President: Marisa Gerone  
SLT Chairperson: Mary Juliano  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Stephanie Dukich  
Gabriella Yemyashev

**District Information**

District: 22 Superintendent: Michael Prayor  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: mprayor@schools.nyc.gov  
Phone Number: 929-271-3608 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Maria Bucca	*UFT Chapter Leader or Designee	
Marisa Gerone	*PA/PTA President or Designated Co-President	
Mary Delpriore	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Stephanie Dukich	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	
Ann Marie Cariello	Member/ parent	
Amy Gleason	Member/parent	
Margie Szpicek	Member/ parent	
Rita Chess	Member/ UFT	
Barbara Tolas	Member/ UFT	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 demographic 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 2014 - 2015 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
- Arthur Ashe
- Roundabout Theater
- Local Elementary, Middle and Junior High Schools
- Midwood, Murrow and Goldstein High Schools
- Brooklyn College
- Teaching Entrepreneurships
- Mouse's 3D, Design and Fabrication

- AVID
- iLearn
- Athlife Foundation
- EF Tours/Educational Travel

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 2014-2015 school year was one filled with accomplishments for the James Madison High School community. 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. It was a wonderful first of many international experiences the Madison community aspires to have. To that end, Madison took its first international trip to London and Rome over the Spring, 2015 break. We are planning two international trips next year. 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, and 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 second ever “Brooklyn Sings” Inter-SING! Competition, where we were distinguished for our fundraisers 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 *Little Shop of Horrors* , which was also performed on Broadway for eight minutes at the American Airlines Theater, in conjunction with Roundabout Theater. We also hosted the first ever Brooklyn High School’s Shakespeare Festival which included contributions from all disciplines to celebrate Shakespeare’s works. In response to all of the wonderful things he heard about happening at his alma mater, Senator Charles Schumer, a Madison alum, visited the school in March, 2015 to encourage students to reach for the stars.

Our entire gymnasium building has been renovated and now houses a museum called “The Hall of Dreams” celebrating the 90 years of Madison History.

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 placed in the top ten teams in the championships. We added many PSAL teams this past year to our athletic offerings; as a result, we now have the second largest PSAL program in New York City. The increase in the PSAL program to include forty 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, as well as a supporting team for our partnership with the Athlife Foundation, which provides an academic support system for our athletes. 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. Our students in the class of 2015 have also earned over \$2.1 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 ADVANCE ratings in 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 had 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 2014-2015 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 ADVANCE in its second year, only two of our teachers were rated developing and sixty were highly-effective in their MOTP rating. 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 expected 78% graduation rate is the highest Madison High School has seen in years.

In his 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 consequently able to celebrate these together. As a result, there has been significant increase of parental and community involvement in school events over the last year. The alumni association has also been an integral part of the fundraising program in the naming of Madison auditorium chairs and classrooms.

Challenges and Key Areas of Focus:

Teachers will increase the variety of questions or prompts used to challenge students cognitively by participating in department inter-visitations.

Parents will be provided with increased opportunities to participate in programs that highlight their child's academic progress.

Increase the number of students who score a 70 or higher on the Common Core Algebra Regents.

Increase the number of ELL students passing the Global History Regents on their first attempt.

## 22K425 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	3099	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	28	# SETSS	12	# Integrated Collaborative Teaching	128
Types and Number of Special Classes (2014-15)					
# Visual Arts	44	# Music	62	# Drama	N/A
# Foreign Language	114	# Dance	N/A	# CTE	13
School Composition (2013-14)					
% Title I Population	2.0%	% Attendance Rate			91.2%
% Free Lunch	56.1%	% Reduced Lunch			7.5%
% Limited English Proficient	12.6%	% Students with Disabilities			13.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			17.2%
% Hispanic or Latino	15.5%	% Asian or Native Hawaiian/Pacific Islander			21.4%
% White	45.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)			11
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			13
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			7.82
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	67.1%	Mathematics Performance at levels 3 & 4			74.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.9%	% of 2nd year students who earned 10+ credits			77.5%
% of 3rd year students who earned 10+ credits	79.5%	4 Year Graduation Rate			75.9%
6 Year Graduation Rate	76.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the NYC Academic Policy, CUNY announced a new cut score for the Common Core-aligned Algebra I Regents exam. The minimum score on this exam to demonstrate college-readiness is now a 70. After reviewing the ATS REDS report for MXRC, we identified that only 19 (5.8%) students received scores of 70 or higher of the 329 of took this exam during the January Regents season. In order to address this issue we will

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

This year, (as of January 2015) 19 students scored a 70 or higher on the Common Core Algebra Regents, next year 15% of the students taking the exam will score a 70 or higher on the Common Core Algebra Regents.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Title III Saturday Academy, Zero Period and Lunch Time tutoring and Project Support</p>	<p>All students who are taking Algebra</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Supervision, Algebra Teachers</p>

Teacher Team in Algebra will be using mark analysis to identify where strengths and weaknesses need to be supported with further instructional support.			
Use technology to address students' various levels of ability	All students who are taking Algebra	September, 2015- June 2016	Principal, Assistant Principals, Supervision, All Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Mathematics teachers will be teaching using the Meaningful Math Curriculum and multiple online blended programs.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Students will be given a benchmark assessment in January to evaluate their skills and content knowledge										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Students entering this country who do not test out of ESL often struggle with vocabulary. We have noticed that a cohort of students are not graduating in four years due to failing the Global History Regents. According to our last School Snapshot, our school is only *approaching target* in respect to Regents exams grades.

We created new curricula for the ESL workshops this year that supported the history content area classes. However, there is a need for even greater alignment and a combination of both content-specializing and ELL-supporting teachers in the classroom.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase the number of ELL students passing the Global History Regents on their first attempt by 5%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Content area teachers and ESL teachers will be team teaching.</p>	<p>ESL students taking Global Studies</p>	<p>September 2015 – June, 2016</p>	<p>Principal, Assistant Principals, Supervision, ESL teachers and Global Studies teachers</p>

Use of blended software to incorporate further use of technology in the classroom.			
Creation of a new computer lab for the ESL students to work independently to support classroom instruction.	All ESL students	September 2015- June, 2016	Principal, Assistant Principals, Supervision and ESL teachers
Support department initiatives and student events with collaboration from Roundabout Theatre's teaching assistants.	All ESL students	September 2015- June, 2016	Principal, Assistant Principals, Supervision, ESL teachers, Collaborative personnel from Roundabout

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Team teaching in the Global Studies classroom with an ESL teaching partner.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Use of benchmark assessments to formatively assess the curricula and its impact on student learning. Using the cycles of inquiry, the teacher teams will look at the item analysis and the impact on student achievement.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

This year on the ADVANCE rating, the teachers were scoring the lowest in 3b, Using Questioning and Discussion Techniques. After analyzing the low inference notes, it was observed that the large majority of observations do not have evidence of teachers using a variety of prompts to challenge students cognitively.

We are using the inter-visitation model as a recommendation to teachers. For next year, we are going to implement monthly department inter-visitations as part of the work of the teacher teams.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will increase the variety of questions or prompts used to challenge students cognitively by participating in department inter-visitations.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>			
Teachers who are highly effective in component 3b will open their doors for inter-visitation by their colleagues.	All teachers	September, 2015- June, 2016	Principal, Assistant Principals, Supervision, Teachers

All Teachers will increase their anecdotal logging on Skedula, and use it as a vehicle for articulation about students held in common, and as a site for posting minutes from teacher-team meetings.	All teachers	September, 2015- June, 2016	Principal, Assistant Principals, Supervision, Teachers, Guidance Counselors
Teachers will increase their use of and make more meaningful the reflection process by submitting written reflections about observations and inter-visitations. Reflections will be used as a mid-year and end-of-year tool for improvement.	All teachers	September, 2015-2016	Principal, Assistant Principals, Supervision, Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teams will be working during the summer to further align curricula to meet the needs of the diverse student populations. Purchasing of additional software and hardware to support the instructional program.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
ADVANCE ratings after each marking period. Teacher observation reports.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Over the past few years, the number of students failing to graduate due to completion of the Global History Regents has increased. The majority of these are ELL students who struggle with the complex vocabulary. Through assessment of data and teacher generated assessments we have learned that the community needs to focus on strategies for helping students succeed on the assessment on their first attempt.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase the number of ELL students passing the Global History Regents on their first attempt.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Collaboration of ELL teachers and Global Students in the team teaching setting</p>	<p>All ELL students taking Global Studies</p>	<p>September 2015 – June, 2016</p>	<p>Principal, AP of Social Studies, AP of Compliance and teachers teaching courses</p>

Implementation of new teacher created curricula integrating technology	All ELL students taking Global Studies	September 2015 – June, 2016	Principal, AP of Social Studies, AP of Compliance and teachers teaching courses
Creation of a computer laboratory to support classroom learning to support platforms being offered through iLearn to enhance instruction for the ELL student.	All ELL students	October, 2015- June, 2016	Principal, AP of Social Studies, AP of Compliance and teachers teaching courses
After school and Saturday school targeted tutoring	All ELL students	November, 2015 – June, 2016	Principal, AP assigned to supervise and teachers who apply for the per-session opportunity

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Purchasing of additional computers to create the new computer laboratory. Hiring of an additional Chinese language teacher to support the ELL/Chinese student population. After school and Saturday school tutoring.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will engage in the learning cycle to evaluate the effectiveness of the curricula in their weekly teacher team meetings. Teachers will also inter-visit in pairs to learn from their colleagues. Students will be given formative assessments to evaluate skills and content readiness.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Throughout the year, very few parents attend the limited academic celebrations we offer. The parents attend the sporting events, but students need to have the family support in the classroom as well. The PTA meeting only hosts 2% of the parents each month. In order to provide more opportunities each department will be creating both parent and community-welcoming events each semester. A calendar of events will be given to families at the beginning of the year.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Parents will be provided with increased opportunities to participate in programs that highlight their child’s academic progress.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Through iLearn, invite parents to Madison to become officially certified in various computer programs.</p>	<p>Parents of all students</p>	<p>July, 2015 – September, 2016</p>	<p>Principal, APO, iLearn Coordinator, IT House, AP of Math</p>

Each department will create an opportunity to showcase students' academic achievement. These opportunities will be shared with the community in the beginning of the year.	Families of all students	September, 2015- June, 2016	Entire school community
Using the school's website to support and document school activities	Entire school community	July, 2015 – September, 2016	Principal, APO, student aides, iLearn Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Student aides to maintain school's website to document all events, Per-session to support creation of department events and supply money to support new events.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Attendance sheets from events that are created. Monthly monitoring of school's website hits.											
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	8 <sup>th</sup> grade ELA scores	Double period literacy classes	Small group and pull-out  Use of iLearn programs	During the school day
<b>Mathematics</b>	8 <sup>th</sup> grade mathematics score	Four term Algebra sequence	Blended learning  Pull-out	During the school day
<b>Science</b>	Living Environment Regents scores	Three term Living Environment	Skills enrichment in content	During the school day
<b>Social Studies</b>	Global Studies Regents scores	Blended learning support	Tutoring both in small groups and one-to-one	During school, after school and on Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student counseling sessions and intakes	Support discussions and literature	Small group and one on one	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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 activities and strategies for high quality professional development for teachers, principals, 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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**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. **James Madison High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 1<sup>st</sup> 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:

o 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.

o 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.

o The school will incorporate this parental involvement policy into its school improvement plan.

o 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.

o 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.

o 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:

o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ♣ that parents play an integral role in assisting their child’s learning;
- ♣ that parents are encouraged to be actively involved in their child’s education at school;
- ♣ that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- ♣ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

***LIST ACTIONS***

2. James Madison High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- i. Invite parents on a 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 and social media platforms
- iii. Regular mailings to the parents
- iv. Increased involvement in city wide programs

***LIST ACTIONS***

4. James Madison High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

- i. Title III
- ii. CASA Arts Grant
- iii. Alumni Association support

iv. Arthur Ashe Academy

v. NAF

vi. Justice Resource Center

vii. RESO A grant funding to increase technology in the classroom

***LIST ACTIONS***

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

**LIST ACTIONS**

**SUCH AS:**

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

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

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. The State's academic content standards;

ii. CCLS;

iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

**LIST ACTIONS**

**SUCH AS:**

- Purchasing APEX software for ESL students
- Calculators for the Mathematics department
- Chart and art supplies to further prepare our students for art competitions
- Musical Instruments to enhance our ever growing music programs

- SmartBoards to enhance instruction and the teacher’s ability to further differentiate instruction
- Purchasing of additional laptop computers to enable our Law students to prepare for statewide competitions.
- Supplies for our poster maker to assist teachers in creating a student centered work environment
- Equipment to be used by our extensive Physical Education elective courses

b. James Madison High School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- increasing the capacity for communication on our school’s website
- increasing the number of teachers using Skedula
- use of Phone Messenger

c. James Madison High School will, with the assistance of the network, district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- attending regular meetings and turnkeying to the school community

d. James Madison High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- translation into multiple languages
- use of school’s website
- backpacking home notices

### **III. Adoption**

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

Principal’s Signature: Jodie Cohen

Date November 19, 2014

### **School-Parent Compact (SPC)**

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

## **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 1<sup>st</sup> 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 will 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 prompting 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.
-

### **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: <u>James Madison High School</u>	DBN: <u>22K425</u>
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: <u>160</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>19</u>
# of certified ESL/Bilingual teachers: <u>7</u>
# of content area teachers: <u>12</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:            In an attempt to offer additional support to English Language Learners (grades 9 through 12) toward meeting higher diploma requirements, promotional standards and the Common Core 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 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 methododologies. 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/CCL/UDL Guidelines--Wednesdays, January 14, 2015

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

### 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

### Part D: Parental Engagement Activities

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$27463 with fringe</u>	<u>Professional Development</u> <u>3 PD sessions, 2 hrs each, 18 staff members = 108 hrs (\$2160)</u> <u>Parent Program</u> <u>4 meetings, 2 hrs each, 5 staff members = 40 hrs (\$1720)</u> <u>NYSESLAT tutoring</u> <u>4 tutoring sessions, 1 hr each, 10 weeks per semester = 40 hrs (80 hrs for the year -- \$3440)</u> <u>Global and US History tutoring</u> <u>4 tutoring sessions, 1 hr each, 10 weeks per semester = 40 hrs (80 hrs for the year -- \$3440)</u> <u>Intensive Tutoring</u> <u>(ELA, Living Environment, Earth Science and Chemistry)</u> <u>2 sessions per subject, 1 hr each, 4 weeks per semester = 32 hrs (64 hrs for the year -- \$2752)</u> <u>Saturday Academy</u> <u>(Global, US History and ESL)</u> <u>4 hour sessions per subject, 14 weeks for the year</u> <u>(168 hrs for the year -- \$7224)</u> <u>Translations</u> <u>50 hrs - - \$2150</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	<u>\$22,365</u>	<u>Chromebooks</u> <u>Chart paper</u> <u>Paper</u> <u>Notebooks</u> <u>Review Books</u> <u>Pens</u>

**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.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		<u>Highlighters</u> <u>Folders</u> <u>Binders</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Jodie Cohen</b>	Assistant Principal <b>Juan Subirana</b>
Coach <b>Cristina Santiago-Campbell</b>	Coach <b>Martina Gately--Mathematics</b>
ENL (English as a New Language)/Bilingual Teacher <b>Dawn Schwaber</b>	School Counselor <b>Rita Chess Bilingual Russian</b>
Teacher/Subject Area <b>Sophia Vroulos-Karoutsos</b>	Parent <b>Evgeniy Tsoy</b>
Teacher/Subject Area <b>Maria Lambrianakos</b>	Parent Coordinator <b>Laraine Izzo</b>
Related-Service Provider <b>Mireill Casimir</b>	Borough Field Support Center Staff Member <b>Aaron Perez</b>
Superintendent <b>Michael Prayor</b>	Other (Name and Title) <b>Olivia Duran, A.P, Special Ed.</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>3414</b>	Total number of ELLs	<b>342</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	342	<b>Newcomers</b> (ELLs receiving service 0-3 years)	268	<b>ELL Students with Disabilities</b>	42
<b>SIFE</b>	25	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	41	<b>Long-Term</b> (ELLs receiving service 7 or more years)	24

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0									0
<b>DL</b>	0									0
<b>ENL</b>	268	17	7	41	5	11	33	3	24	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

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

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										7	29	2	10	0
Chinese										6	9	0	5	0
Russian										36	41	13	11	0
Bengali										0	2	1	0	0
Urdu										11	11	2	4	0
Arabic										3	8	1	1	0
Haitian										3	6	1	3	0
French										0	1	0	0	0
Korean										0	0	0	0	0
Punjabi										1	1	0	2	0
Polish										0	0	0	0	0
Albanian										1	2	0	0	0
Other										27	47	20	14	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										16	35	7	7	0
<b>Emerging</b> (Low Intermediate)										7	25	4	26	0
<b>Transitioning</b> (High Intermediate)										18	29	9	14	0
<b>Expanding</b> (Advanced)										36	48	13	30	0
<b>Commanding</b> (Proficient)										23	22	15	8	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	3	16	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										31	21	1	1	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	235	0	75	0
Integrated Algebra/CC Algebra	214	33	109	15
Geometry/CC Algebra	89	0	69	0
Algebra 2/Trigonometry Math _____	69	0	52	0
Chemistry	67	0	46	0
Earth Science	47	6	13	3
Living Environment	242	27	112	13
Physics	23	0	22	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	207	26	135	11
Geography				
US History and Government	113	38	71	18
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
**For the Free-Standing ESL Program:**  
a. Traditionally, the majority of ENLs have scored the intermediate and advanced levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
N/A
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
    - For the Free-Standing ENL Program the majority of ENLs have traditionally tested at the 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, NYSITELL, periodic assessments andNYS Regents Examinations, and after using data from various sources--STARS, ATS and SKEDULA, we anticipate the continued need for the implementation of instructional initiatives to ensure that ENLs 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 ENLs 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

N/A

6. How do you make sure that a student's new 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 NLLs on their way to acquiring academic English proficiency. We provide additional support to ENLs 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 ENLs 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 target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

We evaluate the success of our ELLs through scholarship reports that reveal passing percentages, REDS reports, in-class pre and post-assessments on asll levels of instruction, NYS Regents results, NYSESLAT and participation in Title III Programs.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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 ESL Coordinator, Ms. Dawn Schwaber, a fully licensed and certified tenured ESL teacher and the International House Coordinator, Ms. Cristina Santiago-Campbell, 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 responses from an in-depth student interview are used by the ESL Coordinator to determine eligibility and conduct the NYSITELL. Next, the student is administered a Mathematics Placement Test by the Numeracy Coordinator, Ms. Martina Gately. Depending on the student's score on the NYSITELL--Entering, Emerging, Transitioning, Expanding and Commanding, according to CR Part 154 requirements for English as a new language. 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 ENLs to determine students' placement at each level of instruction. This process is completed within ten days of registration in school.

If the student scores below the cut score, the student is still considered an ENL. If the student obtains proficient/commanding on the NYSESLAT, the student is considered a former ELL. The student will continue to receive support/training for two years.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

NYC requires that an initial determination be made within 30 days of enrollment, which can be modified up to 12 months of initial enrollment. Once a SIFE scores at transitioning/intermediate level on the NYSESLAT, SIFE status is removed. We will administer the SIFE Oral Interview Questionnaire to all newly-identified ENLs whom the school suspects may have a gap in education. If a gap of 2 or more years is determined, we will administer the Literacy Evaluation for Newcomer SIFE - LENS Exam to those students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish in order to determine SIFE status. For all other languages we will use the existing SIFE Oral Interview Questionnaire. After retrieving the results, the Assistant Principal, Compliance will send letters to all concerned teachers and guidance personnel informing them of students' SIFE status and of all support programs available for these students. Teachers will need to differentiate instruction to accommodate to the learning styles and learning rates of these students.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

In order to determine eligibility of a student with an IEP to take the NYSITELL the student is interviewed and work is reviewed. The Language Proficiency Team reviews the IEP. The team consists of: Ms. Olivia Duran, AP/ISS, Mr. Juan Subirana, AP Compliance-ESL/FL, Ms. Dawn Schwaber, ESL Coordinator, Ms. Mireille Casimir, ISS Guidance Counselor. This review is conducted with the parent/guardian in attendance and translation services if required, are provided. Potential SIFE status is also determined by referring to EPRG Appendix on page 54 to distinguish potential differences between a learning disability and SIFE. The placement process is completed within ten days of registration. Recommendations of the LPT are implemented within twenty days of review.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within the first five 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 ENL Coordinator, Ms. Schwaber, they are stored in the students' cumulative folder and an additional copy is maintained in a secure file cabinet in her office. We also send out via U.S. Postal Service, multilingual placement letters after the NYSITELL is administered and non-entitlement letters to parents and guardians of students who test out of NYSITELL (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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

For new entrants to the DOE coming from a school within New York State, we must receive ELL status information from previous NYS school. NYSITELL is not administered if obtained. If not obtained, ELL identification process continues. If the student is not an ELL the parent may request re-identification within 45 days. For a student new to the DOE who has been determined not eligible for NYSITELL Student is not an ELL and may request re-identification within 45 days. Initial request is made in writing to the Principal by parent/guardian. Students over 18 may request re-evaluation themselves. Re-evaluation process is then completed by Ms. Dawn Schwaber, ESL Coordinator. Notifications are made to parents in their preferred language. Process is completed within 10 days of request unless student has an IEP and CSE must be consulted in which case the school has 20 days to complete the process. Upon re-identification student is not an ELL/upon re-evaluation student is an ELL, student may be re-evaluated 6 to 12 months after first re-evaluation. Copies of determination letters are maintained in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the time of initial identification of the child as an ENL, the parent/guardian is given information regarding program options. The ESL Coordinator, Ms. Dawn Schwaber, a fully licensed certified and tenured ENL teacher sets up an individual online viewing of the DOE's video in the appropriate language. After NYSITELL testing, Entitlement Letters are sent out. For those who test out of NYSITELL, 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, Compliance, Mr. Juan Subirana, the ELL Coordinator, Ms. Dawn Schwaber, the International House Coordinator, Ms. Cristina Santiago-Campbell, 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 ENLs. In order to ensure that parents/guardians of ELLs understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ENL) 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 ENL 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. Schwaber records parent choice information in the ELPC screen in ATS within the mandated 10 school days of enrollment, including the dates of NYSITELL administration, whether the parent was provided with information about ENL programs, which program the parent chose, and in which program the student was placed.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

This is an ongoing, continual process. Parent Surveys and Program Selection Forms are distributed and collected during ESL Parent Orientation(s). All concerned personnel collaborate to contact parents through the translation plan. They are: Ms. Dawn Schwaber, ESL Coordinator, Ms. Cristina Santiago-Campbell, International House Coordinator, and Ms. Rita Chess and Ms. Natasha Chernikova, ESL Guidance Counselors. Letters are periodically re-sent. Communication is ongoing with telephone follow up. Surveys and Selection forms are provided in preferred language. Parent selection information is maintained by placing a copy of the documentation in the student's cumulative folder as well as maintaining a spreadsheet of the information. Parents who have chosen TBE/DL program are contacted if and when it becomes available. The follow-up process continues regularly throughout the year.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In addition to placing the returned forms in the students' cumulative folders, a spreadsheet is maintained to record receipt of the above. For parents who have not returned forms follow up notifications are sent by mail and/or phone calls.
9. Describe how your school ensures that placement parent notification letters are distributed. The parent notification letters are sent out by Ms. Dawn Schwaber, ESL Coordinator within ten days of placement determination.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is kept in the students' cumulative folder with a back up copy filed in the ESL office. All ELL records are maintained securely in the ESL office with access restricted to the ESL Coordinator, International House Coordinator and the Department AP.
11. 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.

All ENL students as per ATS are scheduled for the NYSESLAT. Exams are administered by the following ESL Teachers and Coordinators: Ms. Tiziana Cortese, Mr. Frank Costa, Ms. Alina Gorlova, Ms. Lisa Green, Ms. Linda Kelly, Ms. Dawn Schwaber, ESL Coordinator, Ms. Cristina Santiago-Campbell, International House Coordinator. The test is administered over the range of dates indicated by the state for the administering of the Speaking (individually), Listening, Reading, and Writing sections. Eligibility is determined by the RLAT report on ATS.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The parent notification letters are sent out by Ms. Dawn Schwaber, ESL Coordinator describing continued entitlement or eligibility for transitional support in the parents' preferred language by USPS.
13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).

With regard to parent option, over the past several years, parents of ELLs have consistently chosen the freestanding ESL program. Programs offered are consistent with parental preferences. At the time of initial identification of the child as an ENL, the parent/guardian is given information regarding program options. The ESL Coordinator, Ms. Dawn Schwaber, a fully licensed certified and tenured ENL teacher sets up an individual online viewing of the DOE's video in the appropriate language. After NYSITELL testing, Entitlement Letters are sent out. For those who test out of NYSITELL, 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, Compliance, Mr. Juan Subirana, the ELL Coordinator, Ms. Dawn Schwaber, the International House Coordinator, Ms. Cristina Santiago-Campbell, 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 ENLs. In order to ensure that parents/guardians of ELLs understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ENL) 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 ENL Program, the default is bilingual education. Documentation is maintained for all meetings. Ms. Schwaber records parent choice information in the ELPC screen in ATS within the mandated 10 school days of enrollment, including the dates of NYSITELL administration. The school does not maintain year over year numerical statistics

comparing parental choice as parents have consistently opted for free standing ESL. If a parent selects a program we do not offer, they are referred to the enrollment center for possible placement at a different school. We do explain to the parent why we do not offer their program preference.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.  
In accordance with CR Part 154 Requirements for English as a New Language, Grades 9 to 12, Beginner/ Entering Level students are enrolled in 3 units of ESL/ENL. 2 units are standalone ESL/ENL which are programmed as heterogeneous and one unit is integrated ESL/ENL in Social Studies programmed by grade level. This constitutes 675 minutes per week. At the Low intermediate/Emerging Level students are enrolled in 2 units of ESL/ENL. This constitutes 450 minutes per week. 1 unit is standalone ESL/ENL and 1 unit is integrated ESL/ENL in Social Studies. At the Intermediate/Transitioning Level of Study, students are enrolled in 1 unit of ESL/ENL in Social Studies. This constitutes 225 minutes per week. At the Advanced/Expanding Level students are enrolled in 1 unit of integrated ESL/ENL in Social Studies. This constitutes 225 minutes per week. At the Proficient/Commanding Level students are enrolled in 1 unit integrated ESL/ENL in Social Studies. This constitutes 335 minutes per week. All minutes of instruction are well beyond the CR Part 154 mandate. Additionally, for students at the Transitioning, Expanding and Commanding levels at the 9<sup>th</sup> and 10<sup>th</sup> grade levels, we have enrolled them with ELA/ENL taught by a dually-licensed ESL/ ELA Teacher for 225 minutes of instruction, in addition to the mandate.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
In accordance with CR Part 154 Requirements for English as a New Language, Grades 9 to 12, Beginner/ Entering Level students are enrolled in 3 units of ESL/ENL. 2 units are standalone ESL/ENL which are programmed as heterogeneous and one unit is integrated ESL/ENL in Social Studies programmed by grade level. This constitutes 675 minutes per week. At the Low intermediate/Emerging Level students are enrolled in 2 units of ESL/ENL. This constitutes 450 minutes per week. 1 unit is standalone ESL/ENL and 1 unit is integrated ESL/ENL in Social Studies. At the Intermediate/Transitioning Level of Study, students are enrolled in 1 unit of ESL/ENL in Social Studies. This constitutes 225 minutes per week. At the Advanced/Expanding Level students are enrolled in 1 unit of integrated ESL/ENL in Social Studies. This constitutes 225 minutes per week. At the Proficient/Commanding Level students are enrolled in 1 unit integrated ESL/ENL in Social Studies. This constitutes 335 minutes per week. All minutes of instruction are well beyond the CR Part 154 mandate. Additionally, for students at the Transitioning, Expanding and Commanding levels at the 9<sup>th</sup> and 10<sup>th</sup> grade levels, we have enrolled them with ELA/ENL taught by a dually-licensed ESL/ ELA Teacher for 225 minutes of instruction, in addition to the mandate.
3. Describe how core content is delivered in each program model. 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.  
Content instruction is delivered in English through co-teaching with a certified content and certified ESL teacher. Lesson planning is done collaboratively with special consideration given to both content and linguistic aims, content vocabulary, cultural awareness, ongoing formative assessment mechanisms, scaffolding methodologies, differentiated instructional methodologies, media summaries, final summaries and extensive use of graphics, visuals and realia. This achieved by the common planning between the Content and ESL teacher following the CCLS rubric. Teachers implement scaffolding and differentiation to enhance ENLs' access to the instructional program and accelerate their English language acquisition. Native language support is provided, when possible through ancillary resources, bilingual dictionaries and glossaries, ESL appropriate textbooks, and through the implementation of a

"buddy system" when more proficient students speaking the same language are paired with struggling student to serve as resources. |

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In order to ensure that ENLs are appropriately evaluated in their native language, pre, interim and post-assessments are delivered.

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 addressed and evaluated continually throughout the year on all levels of instruction. Every lesson for ENLs must reflect special 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 regularly to discuss ways of using data from assessments to inform instruction.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

b. Newcomers—Small group instruction is used extensively. Teachers scaffold instruction that is infused with differentiated instructional methodologies. They are given co-teaching support and native language support through the implementation of a "buddy system" during ESL/ENL and ENL 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—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. Instruction is differentiated and vocabulary and grammar are taught in context. Students have the opportunity to take SAT preparation classes. We use SAT English and Math Software programs. We also use the Official SAT Preparation Book published by the College Board and the Peterson SAT Critical reading Workbook, Peterson Master Writing for the SAT and Peterson Math SAT Workbook. ELLs are also prepared for the ACT Reading and Writing tests. Title III After School Tutoring Programs are provided based on the assessed needs. Guidance conferencing is held and parental outreach is conducted as per the Translation Plan.

d. Long-Term ELLs-- Parents of our Long-term English Language Learners are provided with lists of community agencies. Conferences among concerned staff are conducted to review student records and make recommendations for instruction. Teachers of long-term ELLs are also provided with differentiated instruction. All four language modalities are addressed. We use the above-mentioned ELA Regents, SAT and ADCT Preparation resources.

e. ELLs identified as having special needs-- English Language Learners identified as "Special Education" on their IEP are programmed for ESL instruction as per their IEP. They are provided with small-group differentiated instruction, related services as indicated on their IEP, extra support through Title III programs, and individualized counseling. English Language Learners are offered the following supports: instructional support in the four modalities, both within the school day and in the Title III programs, as well as small-group differentiated instruction in the ESL program and Title III programs in the content areas. They would be offered counseling based upon individual needs from their assigned guidance counselor. They are referred to outside agencies when in need of further interventions—individual or family.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Student progress is monitored closely by the use of portfolio assessment and academic progress review by the the student's Guidance Counselor, teachers, and ESL Coordinator, Ms. Dawn Schwaber at the conclusion of each marking period. Ms. Dawn Schwaber and the student's Guidance Counselor are responsible to manage the initial and re-identification process.

8. 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?

IEPs are accessible to teachers so that they can differentiate lessons to accommodate to students' needs. Additionally to pertinent instructional information, IEPs have 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, SETSSs, ICT and extra support through Title III programs, and individualized counseling and speech. ENLs 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. They are offered counseling based on their individual needs from their assigned counselor. They are referred to outside agencies when in need of further interventions--individual or family. The school does not maintain instructional materials that are specific to SWDs however, the school does use Achieve 3000, a computer based system, which assists all students in accelerating English language acquisition and is adaptable to SWDs.

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

We use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. ELLs with disabilities are programmed for self-contained, SETSS or ICT classes in addition to their mandates. ESL classes are at their level of study. Collaboration is built into the programming.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

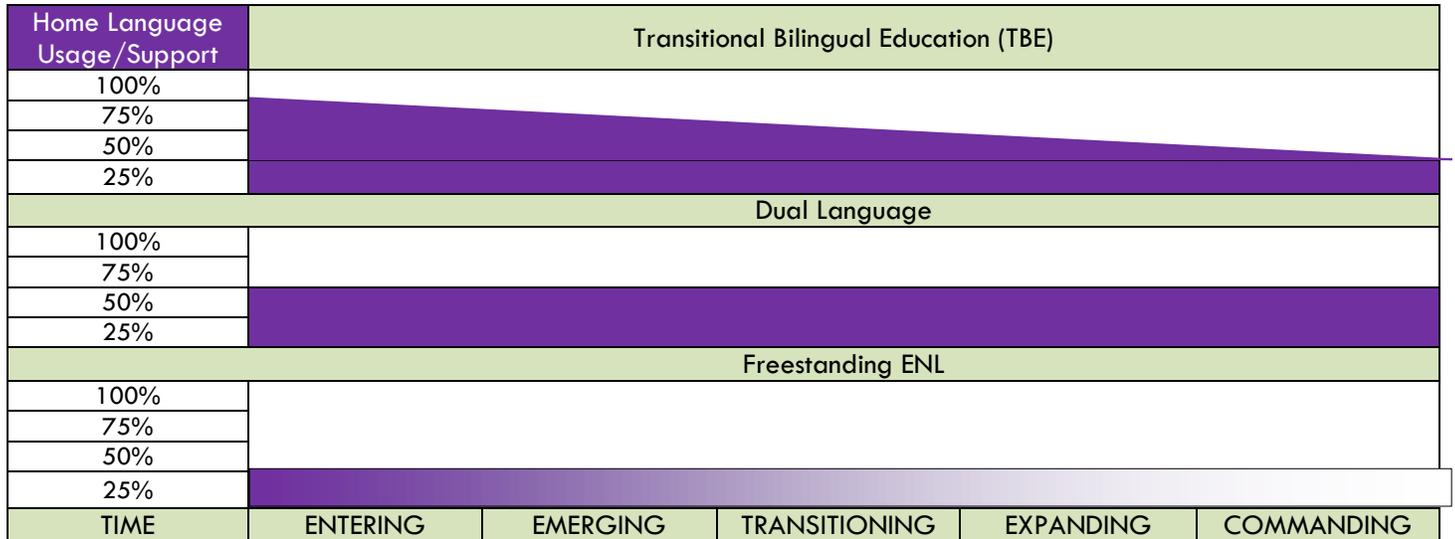


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ELLs in ELA, Social Studies and in Mathematics. The Assisant Principal, Compliance, the Assistant Principal, Mathematics , the Assistant Principal, Social Studies, the Assistant Principal, ELA, the Numeracy Coordinator, the ELL Cordinator and the International House Coordinator meet formally on a monthly basis and informally every week to set up credit recovery programs, tutoring programs, Saturday Academy for Soccial Studies 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 After-School and Saturday School. We offer SES tutoring before and after school and on Saturdays. We offer individual guidance sessions with students to review upcoming assessments and transcripts. Parents are informed in writing (multilingual letters) of the dates and times of the ELA Regents. Multilingual phone outreach is also conducted. During the ELA Regents bilingual word-for-word dictionaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjabi and Haitian Creole dictionaries to accommodate to the linguistic needs of newly-arrived immigrants speaking these languages. We continue to distribute Albanian, Chinese, Hebrew, Korean, Vietnamese, Russian, Spanish and Urdu dictionaries. We offer Title III After-School tutoring in Chemistry, Earth Science and Living Environment specifically for ELLs and Former ELLs as well as Global History and Geography and U.S. History and Government. and Global History and U.S., History in Saturday School. Intensive tutoring is also offered in all of the content-areas mentioned above. For all content-area Regents exams we offer students the opportunity to use translated versions of the exams where available
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We offer comprehensive targeted intervention programs for ELLs in ELA, Social Studies and in Mathematics. The Assisant Principal, Compliance, the Assistant Principal, Mathematics , the Assistant Principal, Social Studies, the Assistant Principal, ELA, the Numeracy Coordinator, the ELL Cordinator and the International House Coordinator meet formally on a monthly basis and informally every week to set up credit recovery programs, tutoring programs, Saturday Academy for Soccial Studies 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 After-School and Saturday School. We offer SES tutoring before and after school and on Saturdays. We offer individual guidance sessions with students to review upcoming assessments and transcripts. Parents are informed in writing (multilingual letters) of the dates and times of the ELA Regents. Multilingual phone outreach is also conducted. During the ELA Regents bilingual word-for-word dictionaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjabi and Haitian Creole dictionaries to accommodate to the linguistic needs of newly-arrived immigrants speaking these languages. We continue to distribute Albanian, Chinese, Hebrew, Korean, Vietnamese, Russian, Spanish and Urdu dictionaries. We offer Title III After-School tutoring in Chemistry, Earth Science and Living Environment specifically for ELLs and Former ELLs as well as Global History and Geography and U.S. History and Government. and Global History and U.S., History in Saturday School. Intensive tutoring is also offered in all of the content-areas mentioned above. For all content-area Regents exams we offer students the opportunity to use translated versions of the exams where available
12. What new programs or improvements will be considered for the upcoming school year?  
N/A
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. 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 ENLs 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. This year we are sponsoring an International House club. To provide all students with access to the instructional programs and extracurricular activities, and to bridge cultural barriers, we have fortified our already established "house" system (in which students are programed according to their needs, interest, and talents) by fostering a more collaborative community and by creating "model classrooms".
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Support texts and resources are used in an effort to familiarize English Language Learners. Major emphasis is being placed on Reading Standarsa 1 and 10 and Writing Standard 1. All curricula are aligned with the Common Core Listening, Speaking, Reading and Writing Standards. Informational texts are analyzed and students are taught how to formulate arguments based on

the content of the text. In addition technology resources are incorporated which include but are not limited to , Rosetta Stone, Apex, and Achieve 3000. These resources can be applied to the various content areas as well as native language instruction, SWDs.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in the ENL Program in a variety of ways. Students use bilingual dictionaries and glossaries. In the content-area classes students are paired (more proficient with less-proficient). We offer NLA classes in Chinese, Russian and Spanish. Bilingual counselors are available in Russian and Spanish. We have a multicultural faculty and many of our teachers speak the languages of our students. The holdings in the library reflect a wide range of multilingual books, materials and resources

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All materials, texts and resources used for the instruction of ENLs 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." Instruction is differentiated and scaffolded as students are expected to achieve to high standards with the appropriate supports and interventions.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We offer many activities to assist newly-enrolled ELLs before the beginning of the school year. We hold orientation sessions with multilingual assistance. We have established a "buddy system" to assist students in becoming familiarized with the school plant, classes, programs, clubs, laboratory requirements, physical education requirements, school and graduation requirements.

19. What language electives are offered to ELLs?

ELLs participate in LOTE classes in Chinese, Italian, Spanish and Russian. We offer AP Spanish Language and Literature classes as well. Also we make arrangements for LOTE in the available languages in June.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

At Madison, we offer a strong professional development program for staff serving ENLs. 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 ENLs performance in ENL, ELA and ENL 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 ENL 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 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
  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

ann 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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 2015. All newly-hired staff is given the following resource: Every Teacher's Toolkit: Closing the Achievement Gap for English Learners, published by Pearson Longman. In addition ESL teachers are sent to scheduled PD offered through our Borough Support Center, office of ENL compliance as well as PD offered by Executive Leadership Program of the CSA which is open to teachers as well as administrators to comply with CR-Part 154 requirements. Records are kept by the use of agendas and attendance sheets maintained by the entity conducting the PD. Participants maintain their personal records as well.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ELL students have been designated into cohorts and assigned to our ESL teachers. The meetings are scheduled throughout the school year with the attempt to schedule as many of them as possible within close proximity to the end of a marking period. Through articulation, ESL and content teachers discuss their cohort students in order to have current information for the parent/guardian. Translation services are provided as needed either with in-house resources or through the DOE's Translation and Interpretation Unit. Records are maintained by the individual teachers as well as the ELL coordinator. Parents are notified by mail in their preferred language and by phone call with continued follow up for parents that do not respond.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents/guardians are invited to attend monthly PTA meetings where we have translation services available. Parents are notified in their preferred language. In addition, a series of workshops are scheduled throughout the school year for the parents/guardians of ELLs which include but are not limited to training in the use of SKEDULA/Pupil Path and Achieve 3000. Parents have also been given a copy of Achieve NYC for the current school year in the various languages. All parents are notified in their preferred language of all activities taking place in the school throughout the year.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We collaborate with Goodwill Industries, We continue to collaborate with the Jewish Board.
5. How do you evaluate the needs of the parents?  
This is accomplished by the use of the home language survey, one on one interviews, collaboration with the ISS department for SWDs. The parent coordinator provides workshops based on the assessed needs of the ELL parents. Translation services are available both in-house or through the TIU.
6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of parents to become familiarized with the DOE Website, Skedula/Pupil Path, school programs, school and diploma requirements and important assessments. We also hold sessions to help parents help their children cope with transitioning into a new environment on a new school system.

### D. Additional Information

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

Paste response here:

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jodie Cohen	Principal		
Juan Subirana	Assistant Principal		
Laraine Izzo	Parent Coordinator		
Dawn Schwaber	ENL/Bilingual Teacher		
Evgeniy Tsoy	Parent		
Sophia Vroulos-Karoutsos	Teacher/Subject Area		
Maria Lambrianakos	Teacher/Subject Area		
Cristina Santiago-Campbell	Coach		
Martina Gately	Coach		
Rita Chess	School Counselor		
Michael Prayor	Superintendent		
Aaron Perezi	Borough Field Support Center Staff Member _____ Brooklyn South		
Olivia Duran	Other <u>AP/ISS</u>		
	Other _____		
	Other _____		



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **22K425**

School Name: **James Madison High School**

Superintendent: **Michael Prayer**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Parent are interviewed in order to complete the HLIS. Based on their responses to part 3 of the HLIS, the determination is made as to how information will be distributed to LEP parents. Using the LEP report on ATS, the school identifies all of the languages that are spoken by our students. Additional methods include information from the Emergency Contact Card (Blue Card), parent surveys and teacher surveys collected by class.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Albanian, Arabic, Armenian, Bengali, Burmese, Cantonese, Chinese, French, Georgian, Gujarati, Haitian Creole, Hebrew, Hindi, Italian, Mandarin, Mongolian, Punjabi, Russian, Sebri-Croatian, Turkish, Turkman, Ukrainian, Urdu, Uzbek, Vietnamese.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

September 30, 2015 - ELL Parent Orientation, November 19-20, 2015 - Parent -Teacher Conference, March 10-11, 2016 - Parent-Teacher Conference.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 Georgian 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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. Additional translation services are provided by in-house personnel or the use of the TIU.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

T & I Brochure, Language Guide, Title III ELL Training, mandated for all new teachers. All necessary materials are distributed to school staff by email as well as hard copy.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

**Checklist of Notification Requirements**

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

**Part F: Monitoring and Quality Control**

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Survey and parent meetings.