



**HARRY S TRUMAN HIGH SCHOOL  
(11X455)**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL:** (DISTRICT 11/ BRONX/ 11X455)  
**ADDRESS:** 750 BAYCHESTER AVENUE  
**TELEPHONE:** BRONX, NY 10475  
**FAX:** 718-904-5502

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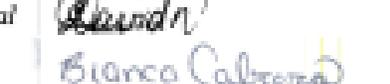
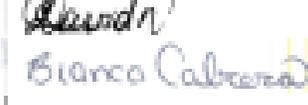
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**SECTION I: SCHOOL INFORMATION PAGE**

<b>SCHOOL NUMBER:</b>	11x455	<b>SCHOOL NAME:</b>	Harry S Truman High School	
<b>SCHOOL ADDRESS:</b>	750 Baychester Ave.			
<b>SCHOOL TELEPHONE:</b>	718-904-5500	<b>FAX:</b>	718-904-5502	
<b>SCHOOL CONTACT PERSON:</b>	Evan Klein	<b>EMAIL ADDRESS:</b>	<a href="mailto:eklein@schools.nyc.gov">eklein@schools.nyc.gov</a>	
<b><u>POSITION/TITLE</u></b>				
<b><u>PRINT/TYPE NAME</u></b>				
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	Libera Pozzuto			
<b>PRINCIPAL:</b>	Sana Q. Nasser			
<b>UFT CHAPTER LEADER:</b>	Hassane Laaroussi			
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	Ms. Monica Dinham			
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	Lee-Anna Sealy-Cavitt			
<b><u>DISTRICT AND NETWORK INFORMATION</u></b>				
<b>DISTRICT:</b>	11	<b>CHILDREN FIRST NETWORK (CFN):</b>	<b>C.E.I. (Center for Educational Innovation)</b>	
<b>NETWORK LEADER:</b>	Alan Cohen			
<b>SUPERINTENDENT:</b>	Geraldine Taylor-Brown			

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Sana Q. Nasser	*Principal or Designee	
Hassane Laaroussi	*UFT Chapter Chairperson or Designee	
Yola McFarguhar	*PA/PTA President or Designated Co-President	
Carlene Johnson	Title I Parent Representative (suggested for Title I schools)	
Katrina Ricci	DC 37 Representative, if applicable	
David Nnah Blance Cabrera Tesfa I Maygan McKinson	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	 Bianca Cabrera
	CBO Representative, if applicable	
Monica Dinham	Member	
Deborah Milner	Member	
Monique Harris	Member	
Sandra Dale	Member	
<del>Claudette Costello</del> <sup>Lady</sup>	<del>Member</del>	<del></del>
<del>Dukagjin Bismishi</del>	<del>Member</del>	<del></del>

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Truman High School's central mission is for all students to graduate in four years with a Regents level diploma and to attend college without the need for remediation. This mission is for General Education, Special Education, ELL, and all students covered by *No Child Left Behind* legislation. In addition to our core classes, Truman offers classes in the following theme based programs – *Business and Computer Studies, Pre-Engineering, Law and Legal Studies, Television Production and Media, Culinary Arts and Junior Air Force ROTC.*

Harry S Truman High School is one of the few remaining large high schools in New York City and, more specifically, in the Bronx. Truman High School was originally opened in the early 1970s to serve the 50,000 residents of Co-op City, in which Harry S Truman is geographically located. Truman's enrollment is currently around 2200 students. The population of students is divided among the following: Black 55.3%; Hispanic 40.5%; Asian Americans 2.2%; and white 1%. Though located in Co-op City, Truman draws very few students from the local community, with a majority of our students coming from other regions of the Bronx: 5% from Co-op City; 24% from District 11; and 71% from other parts of the Bronx.

Historically, Truman has not been a Title I school and received the bulk of its funding from tax levy. However, Truman became a Title I school beginning with the 2009 / 2010 school year. We are using the Title I ARRA SWP option.

The movement toward breaking large high schools into several small schools affected us in a profound way. Because small schools were accepting General Education students only, the number of Special Education students requiring small classes increased at Truman dramatically. Many of these students were and continue to be some of our most academically challenged students – coming to us with a Level I on both the Math and E.L.A. exams. Accordingly, we needed to increase the number of teachers in order to meet students' individual needs. Additionally, we re-designed our professional development program to address the low literacy issues and incorporated technology in the form of Smart Boards and computers into 75% of our classrooms. The biggest change was the creation of small learning communities that address a specific contextual theme: *Culinary, Pre-Engineering, Law and Legal Studies, Television Production, Junior Reserve Officer Training Corps and Business and Computer Technology.* These "small learning communities" allow us to offer the same thematic offerings of small schools while keeping intact the many benefits of a large high school. We also service 145 ESL students and 575 students with IEP's.

We have a number of collegiate partnerships including, but not limited to, St. John's University, Mercy College and Bronx Community College. Morris Heights Health Center has a clinic housed at the

school. Finally, through our affiliation with the PENCIL organization, we have connected with CEO's of many companies and formed a relationship with FOX 5 News.

### SECTION III – Cont'd

#### Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Harry S Truman High School								
<b>District:</b>	11	<b>DBN:</b>	11X455	<b>School BEDS Code:</b>	321100011455				
DEMOGRAPHICS									
<b>Grades Served:</b>	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded	√	
	2		6		10	√			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		86.0	85.5	87.3		
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	0	0	0		93.7	94.1	93.4		
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	0	0	0	(As of October 31)	2008-09	2009-10	2010-11		
Grade 5	0	0	0		38.3	47.1	50.7		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		12	138	30		
Grade 9	984	828	840	<b>Recent Immigrants - Total Number:</b>					
Grade 10	587	529	444	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	442	460	378		24	13	5		
Grade 12	331	277	305	<b>Special Education Enrollment:</b>					
Ungraded	28	37	21	(As of October 31)	2008-09	2009-10	2010-11		
Total	2372	2131	1988		318	294	244		
				(As of June 30)	252	220	169		
					16	22	20		
				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
					N/A	818	655		
					0	0	0		
				<b>English Language Learners (ELL) Enrollment:</b>					
				(As of October 31)	2008-09	2009-10	2010-11		
					0	0	TBD		
					0	0	TBD		
				<b>Number of Staff - Includes all full-time staff:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
# ELLs with IEPs	38	84	TBD	Number of Administrators and Other Professionals	55	53	41	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	6	14	
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
	206	163	530	% fully licensed & permanently assigned to this school	98.6	98.5	97.4	
				% more than 2 years teaching in this school	65.5	80.5	91.7	
				% more than 5 years teaching anywhere	35.9	40.6	62.5	
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher				
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	70.0	78.0	90.8	
American Indian or Alaska Native	1.0	1.1	1.1	85.8	87.1	86.4		
Black or African American	55.3	52.7	51.4					
Hispanic or Latino	40.5	42.4	44.6					
Asian or Native Hawaiian/Other Pacific Isl.	2.2	2.3	1.9					
White	0.9	1.1	1.0					
<b>Male</b>	57.8	58.6	60.2					
<b>Female</b>	42.2	41.4	39.8					
2009-10 TITLE I STATUS								
√	Title I Schoolwide Program (SWP)							
	Title I Targeted Assistance							
	Non-Title I							
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11				
			√	√				
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY								
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:							
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>								
	<b>Phase</b>			<b>Category</b>				
	In Good Standing (IGS)			Basic	Focused	Comprehensive		
	Improvement Year 1							
	Improvement Year 2							
	Corrective Action (CA) – Year 1							
	Corrective Action (CA) – Year 2							
	Restructuring Year 1							
	Restructuring Year 2				√			
	Restructuring Advanced							

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area AYP Outcomes:</b>			
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
ELA:		ELA:	X
Math:		Math:	X
Science:	-	Graduation Rate:	X

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	-	-	-	√	X	X	58
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-	-	
Black or African American				√	X		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities	-	-	-	X	X		
Limited English Proficient				√sh	√sh		
Economically Disadvantaged	-	-	-	X	X		
<b>Student groups making AYP in each subject</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	69.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	9.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	19.3	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	36.2		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	4.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	U = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							
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## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school’s continuous improvement?
- 

### Performance Trends

1. The 2009 – 2010 Progress Report indicates an overall score of 69.5, a grade of B (we missed an “A” by half a percentage point); The 2008-2009 Truman Progress Report indicates an overall score of 67.3, a grade of B;
2. According to the *New York State School Report Card Accountability and Overview Report 2009 – 2010* our current graduation rate was 63%. This is above the Progress Target of 58%. Unfortunately, we did not meet the target for our African American population.
3. We are currently a NCLB Restructuring Year 2 ELA school. We need to make all AYP numbers in English again this year to be considered *a School in Good Standing*.
  - a. To meet this we have implemented Literacy classes for select 9<sup>th</sup> graders; this class is taken in addition to their freshmen ELA classes;
  - b. The 9<sup>th</sup> grade ELA curriculum was revised over the summer to better meet the needs of the students;
  - c. Teachers conduct Inquiry work every Friday focusing on the needs of individual students;
  - d. Focused and intensive Professional Development is conducted once a month after school on a Monday.
4. For 2009 – 2010 school year we met the overall AMO in English with a score of 175. In addition we made every NCLB group. For Mathematics we met the AMO with a score of 168. In addition, we met every NCLB group.
5. Analysis of 2009-10 NYSTART statistics indicates that 30% of our incoming students entered with a Level 1 score on their E.L.A. and Math 8<sup>th</sup> grade exams. Nearly 50% entered at Level 2. Thus, more than 80% of our students entered Truman below grade level.

6. Analysis of our 2009-2010 PAR Report indicates that our attendance was 87%. Analysis of the 2008-2009 PAR Report indicates that our attendance rate was 86%. The 2009-10 daily attendance reports indicate that our highest rate of student absenteeism continues to be our 9<sup>th</sup> graders and the self-contained Special Education population.

**We have had a number of remarkable accomplishments as indicated below:**

1. The 2009 – 2010 Progress Report indicates an overall score of 69.5, a grade of B (we missed an “A” by half a percentage point)
2. We received an overall “Proficient” score on the 2009 / 2010 Quality Review.
3. We possess a state-of- the-art television studio, two renovated culinary arts facilities, a renovated law library, four new computer labs and a refurbished library media center. In addition, we expect our newly designed radio station to be fully functional in the Fall of 2012.
4. The Morris Heights Health Center is located inside Truman High School and serves all students located inside the building.
5. We have continued to grow our academic, theme-based houses: Media Arts and Television Production, Business Law and Legal Studies, JROTC, Pre-Engineering and Culinary Arts. In addition, we hand-picked some of our most experienced and dynamic educators to teach these freshmen.
6. Our Olympic size pool is currently being refurbished and is expected to be re-opened in September 2012.
7. We have a number of CBO’s located in the school: *Sports and Arts* and *Gear Up*. We also have the following programs – *Spark* and *Steps to End Family Violence*.
8. 90% of our teachers are considered Highly Qualified.

**We are faced with barriers which impact on student performance as indicated below:**

1. Our overall student population is significantly down this year to 1988 students.
2. Nearly 80% of our incoming students enter Truman as a level 1 or level 2 students. Accordingly, we are working with students that possess below grade-level skills in both ELA and Mathematics.
3. 575 students have an I.E.P., 336 of whom are self-contained who need to be serviced.
4. We have 145 English as Second Language students who need to be serviced.
5. A small number of parents are actively engaged in our P.T.A. and School Leadership Team.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**GOAL 1:** From September 2010 to June 2011 to provide PD sessions for Inquiry Team Leaders and all faculty members to make Inquiry Work more effective and determine target populations and area(s) of focus

**Measurable Objectives:** To provide PD sessions for Inquiry Team Leaders and Team to make Inquiry more effective and determine target populations and area(s) of focus

**GOAL II:** During the 2010 / 2001 school year we will ensure Core Curriculum State Standards are being aligned with NYS Standards and that both are aligned with classroom instruction in ELA, Mathematics, Science and Social Studies

**Measurable Objectives:** To clearly delineate and identify CCSS as they align to NYS Standards in all classes.

**GOAL III:** For the 2010 / 2011 school year we will intensify delivery of Regents level instruction for all special education students

**Measurable Objectives:** To provide extensive PD to all SETTS teachers to hone their skills in providing Regents level work and appropriate testing strategies to Special Education students.

**GOAL IV:** By June 2011 we will move from a Restructuring year 2 in English to a School in Good Standing by meeting all NCLB group AYP numbers

**Measurable Objectives:** To implement specific ELA and schoolwide strategies to ensure that the needs of all NCLB group are being met.

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):**      **Whole School**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>From September 2010 to June 2011 to provide PD sessions for Inquiry Team Leaders and all faculty members to make Inquiry Work more effective and determine target populations and area(s) of focus</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Identify Team Leaders</li> <li>• Provide PD for Inquiry Teams beginning August 2010</li> <li>• Effectuate expanded focused Inquiry work beginning September 2010</li> <li>• Every Friday from 1:35 to 2:50 will be dedicated to Inquiry work</li> <li>• Making certain that Inquiry Work will focus on the needs of all NCLB groups</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy funds will be utilized for both in house and external professional development opportunities</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Weekly Friday Sessions</li> <li>• List of Inquiry Team Members and Leaders’ Log of PD Activities</li> <li>• Log of PD Activities</li> <li>• Inquiry Team: meeting dates, agenda, minutes and attendance sheets, focus of study, goals and objectives, findings of study</li> </ul>

**Subject/Area (where relevant):** Whole School

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• During the 2010 / 2001 school year we will ensure Core Curriculum State Standards are being aligned with NYS Standards and that both are aligned with classroom instruction in ELA, Mathematics, Science and Social Studies</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Department AP’s will be responsible for overseeing Inquiry Work in all subjects</li> <li>• Introduction of CCSS through curriculum alignment and Inquiry work.</li> <li>• Provide PD to teachers on understanding the CCSS throughout the school year on Mondays and Chancellor Conference days</li> <li>• Focus on introducing ONE CCSS in the 4 major subjects</li> <li>• Integrate CCSS into 9<sup>th</sup> grade literacy and ELA curriculum</li> <li>• Making certain that CCSS goals focus on the needs of all NCLB groups</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• To clearly delineate and identify CCSS as they align to NYS Standards</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Log of PD activities focusing on CCSS, including minutes and attendance sign-in</li> <li>• Sample curriculum aligning CCSS with NYS Standards</li> <li>• AP Supervision classroom observations verifying alignment of at least one CCSS standard with classroom instruction.</li> </ul>

**Subject/Area (where relevant):** Special Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the 2010 / 2011 school year we will intensify delivery of Regents level instruction for all special education students</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• APs Supervision to provide PD to SETTS teachers at least 5 times over the course of the 2010-2011 school year;</li> <li>• PD activities to include testing strategies, writing skills specific to Regents exam, Regents content, using sample questions, etc.;</li> <li>• SETTS teachers to include Regents level skills in lessons, sample Regents questions and Regents content;</li> <li>• Special Education Core teachers to communicate regularly with SETTS teachers to discuss students’ needs;</li> <li>• Guidance Counselors will communicate needs of students in their caseload to SETTS teachers;</li> <li>• AP Special Education will ensure that SETTS teachers are delivering Regents level work, including sample questions and appropriate test strategies</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Title 1 funds</li> <li>• Professional development will be offered to all staff members on Regents preparation</li> <li>• skills that are effective with all students</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• January and June scholarship reports will show an increase in the number of</li> <li>• PD meeting dates, minutes and attendance sign-in sheets with SETTS teachers, both formal PD and informal staff development</li> <li>• AP Special Education will observe Regents level work and appropriate Regents skills in classroom observations</li> <li>• Written, informal and formal observations will reflect Regents level work</li> </ul>

being included in Resource Room

- Sample e-mails/recommendations between Core teachers and SETTS teachers
- Sample e-mails/communication between Resource Room students and SETTS teachers addressing student needs

**Subject/Area (where relevant):** Schoolwide

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will move from a Restructuring year 2 in English to a School in Good Standing by meeting all NCLB group AYP numbers</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• To meet this we have implemented Literacy classes for select 9<sup>th</sup> graders; this class is given in addition to their freshmen ELA classes;</li> <li>• The 9<sup>th</sup> grade ELA curriculum was revised over the summer to better meet the needs of the students;</li> <li>• Teachers conduct Inquiry work every Friday focusing on the needs of individual students;</li> <li>• Focused and intensive Professional Development is conducted once a month after school on a Monday;</li> <li>• AIS classes are offered to all students who have failed the ELA Regents</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Title 1 funds</li> <li>• SINI funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• January and June 2011 Regents results disaggregated by group will show 3% increase over previous year's results</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
<b>K</b>			N/A	N/A				
<b>1</b>			N/A	N/A				
<b>2</b>			N/A	N/A				
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	0	0	0	0	764	7 YTD	15 YTD	764
<b>10</b>	0	0	175	175	425	3YTD	9 YTD	425
<b>11</b>	250	125	100	225	372	2 YTD	5 YTD	372
<b>12</b>	150	150	75	125	254	1 YTD	4 YTD	254

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	The Academic Intervention Services in English are tailored for 11 <sup>th</sup> and 12 <sup>th</sup> graders who have not yet passed the English Language Arts Regents. Our students take the ELA Regents as sophomores. This is a single period course that runs during the school day, Monday through Friday, as a credited English course. Teachers use the Kaplan New York State Regents preparation/review program along with other programs to prepare students for the January/June English Regents examination. This E.L.A. course services ELL, special education and general education students grades 9 - 12.
<b>Mathematics:</b>	Students review topics in algebra, geometry, trigonometry, probability and statistics so they will pass the Regents exam in June 2011. These courses are run during the school day, Monday through Friday. This Mathematics course services ELL, special education and general education students grades 9 - 12.
<b>Science:</b>	S.S.L. is an accelerated one term class that prepares students for the Living Environment Regents. It is primarily offered to sophomores and a handful of seniors that still need to complete their science regents requirement. These courses are run during the school day, Monday through Friday. This science course services ELL, special education and general education students grades 9 - 12.
<b>Social Studies:</b>	<p>Teachers use the Kaplan New York State Regents preparation/review program among other programs to prepare students for the January/June Global History &amp; Geography Regents examination. These courses are run during the school day, Monday through Friday. The course concentrates on the art of answering multiple choice questions; how to interpret document based questions; and how to answer Document Based Questions/Thematic Questions in proper essay format according to the New York State Social Studies rubric.</p> <p>Teachers use the Kaplan New York State Regents preparation/review program among other programs to prepare students for the January/June United States History Regents examination. This course concentrates on the art of answering multiple choice questions; how to interpret document based questions; and how to answer Document Based Questions/Thematic Questions in proper essay format according to the New York State Social Studies rubric.</p> <p>These are single period classes that run Monday through Friday. Both Social Studies courses service ELL, special education and general education students grades 9 - 12.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual and group counseling sessions; Educationally Related Support Services (ERSS) referrals to Social Worker; referrals to outside agencies; internships; summer school; tutoring; alternative programs such as YABC, GED, etc. Guidance counselor service ELL, special education and general education students grades 9 - 12.
<b>At-risk Services Provided by the School Psychologist:</b>	Psychologists are called in to assess emergency situations, suicidal ideations, depressions; consultations on specific students; consultations with teachers, counselors and other service providers. The school psychologist services ELL, special education and general education students grades 9 - 12.
<b>At-risk Services Provided by the Social Worker:</b>	Individual and family counseling; ERSS referrals; referrals to outside agencies; recommendations for CSE evaluations; assessing emergency situations. The school social workers service ELL, special education and general education students grades 9 - 12.
<b>At-risk Health-related Services:</b>	Provide HIV/Aids lessons, Relationship Abuse Prevention Program (RAPP); SPARK presentations; referrals to Bronx Lebanon Family Clinic Plus, immunization status checked throughout the year by Health Office. The health related services are for ELL, special education and general education students grades 9 - 12.

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.**

### OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Debrah Maldonado</b>	District <b>11</b>	School Number <b>455</b>	School Name <b>Harry S Truman High</b>
Principal <b>Sana Nasser</b>		Assistant Principal <b>Astrid Jacobo</b>	
Coach <b>Lorri Giovinco Harte</b>		Coach <b>Arlene DeSimone</b>	
Teacher/Subject Area <b>Meredith Phelan, ESL</b>		Guidance Counselor <b>Judith Aybar Dejesus</b>	
Teacher/Subject Area <b>Asher Tabak, ESL</b>		Parent <b>Ramon Colon</b>	
Teacher/Subject Area <b>Martina Musich, Social Studies</b>		Parent Coordinator <b>Ken Williams</b>	
Related Service Provider <b>Mary Ann Salerno</b>		Other <b>Ann Nutini, Guidance Counselor</b>	
Network Leader <b>Alan Cohen</b>		Other <b>Petra Frantova, DataSpecialist</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>2071</b>	Total Number of ELLs	<b>191</b>	ELLs as Share of Total Student Population (%)	<b>9.22%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. When a student is first admitted to Truman High, the guidance counselor of that particular student administers the Home Language Survey (HLIS) to students who are registering for the first time in a New York City school. If the Home Language Survey indicates they speak a language other than English at home, or have been to school in another country where they don't speak English, the guidance counselor calls the Assistant Principal of ESL, Astrid Jacobo. During the same day, either Assistant Principal Astrid Jacobo or the LAB-BESIS coordinator, Meredith Phelan, ESL certified, conducts an informal interview with the student and family. This interview is conducted in English and their native language. If the student's family speaks a language that Astrid Jacobo or Meredith Phelan cannot translate orally, the translation unit is called to facilitate this interview. Parents view the Department of Education Parent Video and then they receive the Parent Option Letter, on the first day of arrival. If deemed necessary, the student is given the LAB-R exam and the Spanish LAB to Spanish speaking ELLs either that day or within 10 school days of initial enrollment as per CR Part 154, by the LAB-BESIS coordinator, Meredith Phelan. The exam is hand-scored immediately and the student is then programmed accordingly by his or her guidance counselor. The LAB-R Report is monitored to verify that the placement was correct. Students' language proficiency is formally monitored by the NYSESLAT given to all ELLs over the course of a three-day period in early May. Records for ELL students are filed the Record Room and a set of copies are kept in the English as a Second Language Office.
2. When parents of ELLs first arrive to the school, they are immediately shown the program choice video in their native language. If their native language is not available on the video, it is translated orally. The school contacts personnel in the building or translation units are brought in. Then, the AP, LAB-BESIS coordinator and guidance counselor speak with the parents about their options in English or Native Language if necessary.
3. Parent program choice forms are filled out and returned after they've seen the video and discussed all options on their first day of arrival.
4. At the beginning of the school year parents/guardians receive entitlement letters in their native language and English. These letters indicate continuation or discontinuation of services. Parents are instructed to return a signed copy of the entitlement letter. A second letter is hand delivered by the student.
5. After reviewing the five Parent Survey and Program Selection forms for the past few years, the all five parents select Freestanding ESL as their program of choice. Records will be kept of parents if any future parents select a bilingual program. If we reach the assigned number of students, parents will be informed of their new option. Freestanding ESL is the only program offered at Truman High School.
6. Our ESL program aligns with the requests of the of parents. We are monitoring the parent choices and continuation of services letters. If bilingual becomes the preferred choice, we will take necessary steps to build a program.

## Part III: ELL Demographics

### A. ELL Programs

<p><b>This school serves the following grades (includes ELLs and EPs)</b></p> <p>Check all that apply</p>	K	1	2	3	4	5
	6	7	8	9	10	11

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0

(60%:40% → 50%:50% → 75%:25%)															
<b>Dual Language</b> (50%:50%)														0	
<b>Freestanding ESL</b>															
Self-Contained										3	3	3	3	12	
Push-In														0	
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	3	3	3	3	12

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	191	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	91
SIFE	24	ELLs receiving service 4-6 years	64	Long-Term (completed 6 years)	93

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34	5	12	64	13	32	93	6	47	191
<b>Total</b>	<b>34</b>	<b>5</b>	<b>12</b>	<b>64</b>	<b>13</b>	<b>32</b>	<b>93</b>	<b>6</b>	<b>47</b>	<b>191</b>

Number of ELLs in a TBE program who are in alternate placement: \_\_\_\_

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other ____														0
<b>TOTAL</b>	<b>0</b>													

<b>Dual Language (ELLs/EPs)</b> K-8
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Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other _____									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: _____
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Hispanic/Latino: _____
	Other: _____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										88	42	32	6	168
Chinese														0
Russian														0
Bengali											1			1
Urdu										1	1		1	3
Arabic										3	1	2		6
Haitian														0
French										1	2		2	5
Korean														0
Punjabi														0
Polish														0
Albanian												2		2
Other										4		2		6

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TOTAL</b>	<b>0</b>	<b>97</b>	<b>47</b>	<b>38</b>	<b>9</b>	<b>191</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

- How is instruction delivered?
  - What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
- How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
- Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
- How do you differentiate instruction for ELL subgroups?
  - Describe your instructional plan for SIFE.
  - Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for Long-Term ELLs (completed 6 years).
  - Describe your plan for ELLs identified as having special needs.

1. Truman has a free-standing ESL program servicing students in grades nine through twelve. Students are grouped homogeneously according to proficiency level. English is the language of instruction in self-contained ESL classes.

2. The number of ESL instructional units that students receive is allocated as per New York State CR Part-154 regulation and determined by students' proficiency levels as indicated by their LAB-R or NYSESLAT scores. Students who are at a beginning level take three periods each day of ESL class or 690 minutes each week. Intermediate students are in ESL two periods each day, 460 minutes each week. Intermediate students in 11<sup>th</sup> and 12<sup>th</sup> grade that have not passed the ELA Regents Exam are in ELA class one period a day, 230 minutes each week. Advanced students are in ESL one period each day, 230 minutes each week. Also, advanced students are in ELA class one period each day, 230 minutes each week. In addition, all Spanish native speakers are placed in a Native Language Arts course, one period each day, 230 minutes each week.

3. ELLs of all level are in mainstream content area classes, which are taught in English. ELL students are in Mathematics, Social Studies, English and Science classes one period each day, 230 minutes each week. Content area teachers are trained in teaching strategies that work for ELL students such as: scaffolding, pre-teaching vocabulary and visuals and gestures. Content area teachers are expected to differentiate their lessons with tiered activities that allow students of all ability levels to learn the same essential concepts in different ways; and use adaptive technologies that modify the format of curriculum and/or assessment. Teachers are also encouraged to provide native language support materials whenever possible. Longman textbook series is available in Social Studies, Math and Science. These texts are designed especially for ELLs to help them gain access to content-area information. In addition, the assistant principal for ESL will conduct joint formal observations with the assistant principals for the content-areas and teachers will receive recommendations and staff development to improve instruction for ELL students.

4. For SIFE students, we provide literacy instruction and individualized tutoring using adapted materials and simplified texts. In addition, teachers providing services in the content areas and ESL receive resources to further support SIFE students. In the ESL classroom, SIFE students are placed on Scholastic's System 44 program, a program designed for high school students who are preliterate.

For newcomers, in addition to regular classroom instruction, we offer tutoring which they are required to attend tutoring three times per week. When possible, tutoring is conducted with an ESL certified teacher and a native language teacher. Students are given textbooks and

other resources for their content area classes in their native language, when available. System 44 and Read 180 both track students' language acquisition in their ESL class. Students are prepared for ELA testing during their ESL class. Professional development support is provided to content area teachers of ELLs.

For ELLs receiving service for 4 to 6 years, our goal is for them to attain proficiency. Read 180 and System 44 are both utilized to help push students to proficiency in reading. The My Access writing program is used with students during class in order to work with them on content and development and more advanced mechanics of English writing.

For Long time ELLs, in addition to the READ 180 and My Access programs, we have peer tutoring as well as an after school ESL Academy, in which there are 2-4 teachers assisting students with homework, assigned tasks, test review and NYSESLAT preparation. These teachers are from the ESL, Math, Science and Social Studies departments. The assistant principal conducts periodic visits to the academy and meets with the students to monitor their progress. Teachers and guidance counselors maintain communication with the parents to discuss the program.

ELLs who are identified as having special needs are provided with any and all accommodations as per their Individualized Education Plan (paraprofessionals, testing accommodations etc.)

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

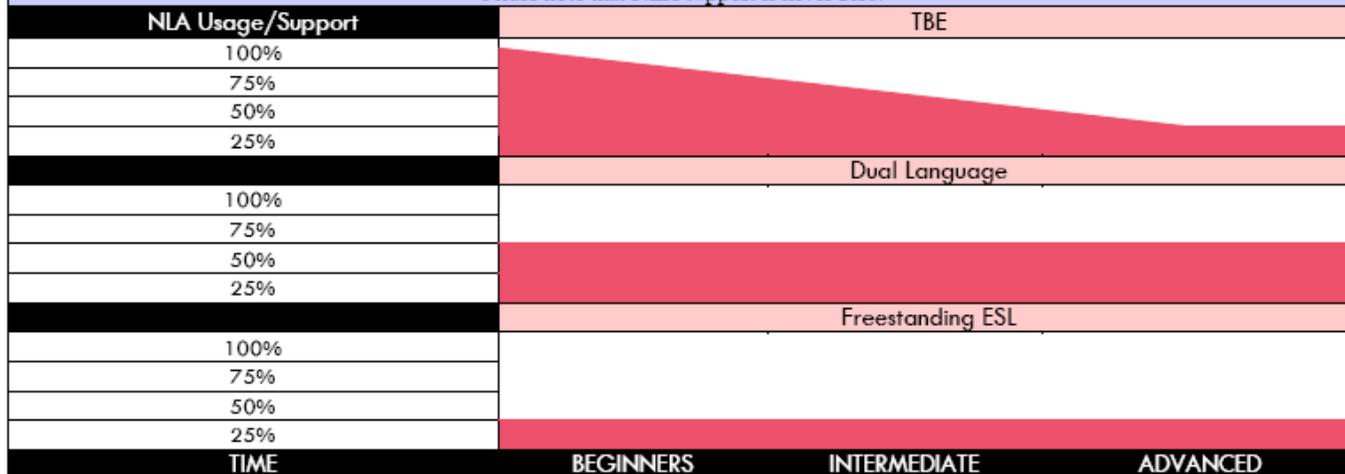
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information—Continued

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

5. We have several intervention programs and procedures in place for our ELLs at all levels but specifically target those students who are deemed SIFE or long term ELLs. We offer an afterschool tutoring program for all ELL students. At this after school program a certified ESL teacher and a content area teacher tutor ELLs in all subject areas. We have a content area teacher for each subject come at least one time per week. In addition, we utilize the computer program My Access, which helps the students with ELA and writing across the content areas. Math and other content area text book resources are available in Spanish. Native language support is provided whenever possible in the content area classroom. Content area teachers will provide meaningful lessons that strengthen background information and promote the literacy of students.

6. We provide continuing transitional support for ELLs who have reached proficiency on the NYSESLAT. Tutoring is available after school for these students to maintain a level of support in their content area classes. In addition, all of their content area teachers are notified of their transitional status so that they may continue to receive appropriate testing accommodations throughout their two years of transitional status. Transitional students also continue to take NLA where available.

7. For the upcoming school year, we will continue the implementation of Scholastic's Read 180 and System 44 programs. We will consider expanding the use of these programs within our department by including advanced students in this program. We will also continue our implementation of the My Access writing program. We are also going to pilot the program Learning Village to support our students in Algebra and Geometry.

8. No programs or services for ELLs will be discontinued.

9. ELLs are afforded equal access to all school programs both academic and extracurricular. They are able to select any of the 9<sup>th</sup> grade houses (i.e. Culinary, Media, Business, etc.). In addition, they participate in afterschool clubs and sports programs. ESL academy, the tutoring program is offered specifically for ELL students.

10. The instructional materials used in the ESL program support the development of language acquisition across the content areas. The primary textbooks, Visions Basic A, B and C support the New York State standards for English as a Second Language in grades 9-12. Supplementary textbooks include the CNN series, Cause and Effect and Facts and Figures, Aim Higher English Language Arts, EMC Write-In Readers; English in Action, English is Fun, and the use of dictionaries and content area books. Also, each ESL classroom is equipped with a library consisting of hundreds of books of varying literacy, proficiency, and genre. In addition, the classroom libraries and the school library have high-interest books and content area books in different language for ELLs. Furthermore, students have access to multi-media language lab where they have the opportunity to do self-tutoring to enhance their abilities in listening, speaking, reading and writing in English, as well as gain valuable computer literacy skills. The lab is also used by ESL teachers to conduct different types of student-centered activities to support different learning styles. The instructional materials for NLA include Sendas Literarias 1, 2, Abriendo Puertas Tomo 1, 2 and Momentos Literarios, all of which support the NYS standards for Native Language Arts.

11. Native language support is provided in the ESL classroom. This is done by clarifying directions in students' L1 when possible and grouping students homogeneously by language when doing group work in class and allowing students to clarify directions and help one another as they acclimate to the new culture and language. These supports are gradually lifted as students acquire proficiency. In addition, ELL students programmed to classes with the Mathematics and Science Program are grouped with peer tutors that speak their native language and receive support in L1.

12. The ESL curriculum is differentiated to support students' needs by age and grade level. The classroom libraries reflect lexile level, age appropriate content, and a multitude of genres.

13. Newly enrolled ELLs have the opportunity to attend the summer bridge program. A tour of the building is also offered at parent orientation or during the first week of student enrollment. We communicate with school personnel about ID pictures and metro cards for our new students. A list of ELL students is sent to teachers at the beginning of the school year. The student is also buddy with another student and/or teacher who speaks the same language.

14. Language electives offered to ELLs include Spanish, NLA or French.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All teachers and assistant principals, guidance counselors, secretaries and related services providers will be provided with ongoing staff development, research based strategies to improve teaching and learning for ELLs. Faculty and staff attend in-house training as well as outside conferences to satisfy the mandated hours of ELL training. The assistant principal of foreign language maintains a record of satisfaction of mandated hours. Content area teachers will be trained on systematically teaching discipline-specific language (routines, questioning, and techniques to check for understanding). All teachers and assistant principals will be trained in second language acquisition and ESL teaching methodology. All teachers are encouraged to attend QTEL, (Quality Teaching for English Language Learners) and ELL Institute workshops. Assistant principals from all content areas will attend conferences on differentiating instruction for ELLs. They will be trained on the use of materials and ESL methodology in the content areas as well as interpreting data that impacts programming and teaching strategies.

2. Ninth grade teachers will be provided with ongoing staff development on research based strategies to assist ELLs as they transition from middle school to high school. For example, teachers are trained on how to give instructions with clear expectations, provide sentence starters to help the students articulate, notetaking skills, and other strategies.

3. All teachers servicing ELLs must attend 7.5 hours of staff development related to the education and assessment of ELLs as per Jose P. Assistant principals will attend an in-house training as well as outside conferences to satisfy the mandated hours. The assistant principal of foreign language will keep record of all staff who have completed this requirement. An in-house 10-hour workshop will be offered in the spring after school for those staff members who need to complete their mandated hours. Some of the topic during the training are: Identifying ELL students -Personal -Background information, Data- ARIS, A Guide to Teaching ELL Students ; Programs in New York State for ELL Students, Regents Statistics in the School for ELLs- and Lesson planning - Differentiation of Instruction for ELLs.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. A meeting with ELL parents is hosted every fall and spring by the assistant principal of foreign language and the ESL teachers. During these meetings we discuss and cover a wide range of topics including how they can support their child's learning at home, what their child's NYSESLAT score means, goal setting and college and financial aid advisement and an evaluation of the school's Language Allocation Policy. In addition to these specif meetings pertaining to ELLs, ELL parents are encourage to participate in school wide parental events.

Parents and families of students in Harry S Truman High School will be provided with opportunities to participate in Parent Association meetings, School Leadership Team activities, A.R.I.S. trainings and various parent educational activities that relate to building a strong home/school partnership. To increase parent involvement, Harry S Truman High School will:

- Utilize the Parent Association to facilitate the exchange of information between school and home and encourage support of parent involvement efforts.
- Offer parent training workshops at the school related to: ARIS, a computer link parents utilize to access a variety of information of their child, including grades and attendance.
- Provide parents with copies of ARIS parent link letters
- Mail progress reports to homes of all students' parents prior to the distribution of report cards.
- Provide Supplementary Educations Services workshop that will identify all the supplementary services available to students and their families.
- Support school-based committees, the School Leadership Team and Title 1 Advisory Council.
- Hold orientation meetings for all new students and their families,
- Publicize and encourage attendance at parent/teacher conferences.
- Provide interpreters for parents during parent/teacher conferences.
- Encourage on-line communication between parents and teachers.
- Distribute notices in languages spoken by the parents.
- Make available a Parent Coordinator to assist families and recruit parent volunteers. Parent Coordinator trains parents to volunteer as Learning Leaders.
- Make sure that family workers visit the homes of those students who are having attendance issues.
- Provide automated phone calls to all homes alerting families to upcoming events.

The goal of Harry S. Truman High School is to provide all parents with a welcoming and cooperative environment to ensure the success of each student.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### School Responsibilities

Harry S Truman High School will:

- A. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- B. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- C. Provide parents with frequent reports (4 times a year) on their children's progress.
- D. Provide parents reasonable access to staff.
- E. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- F. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- G. Hold an annual meeting to inform parents of the school's participation in Title I, ARRA programs, and to explain the Title I, ARRA

requirements, and the right of parents to be involved in Title I, ARRA programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, ARRA programs (participating students), and will encourage them to attend.

H. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

I. Provide to parents of participating children information in a timely manner about Title I, ARRA programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

J. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

**Parent Responsibilities**

Parents will support their children's learning in the following ways

- A. Monitoring attendance.
- B. Making sure that homework is completed and submitted on time.
- C. Monitoring amount of television their children watch.
- D. Participating, as appropriate, in decisions relating to my children's education.
- E. Promoting positive use of their child's extracurricular time.
- F. Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by child or by mail and responding, as appropriate.
- G. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Partnerships with Save Latin America and Bronx Community College provide workshops for our parents on the college process, ESL programs and supporting their children.

3. Parents are surveyed in English and their native language to evaluate their needs and interests for parental involvement.

4. Based on parent surveys, we schedule parent meetings according to times that they prefer. We also vary the time of these meetings, sometimes in the morning and other times in the evening, to accommodate schedules and meet the needs of as many parents as possible.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT® PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										23	9	7	2	41
Intermediate(I)										51	21	23	4	99
Advanced (A)										24	14	10	3	51
<b>Total</b>	0	0	0	0	0	0	0	0	0	98	44	40	9	191

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										2	1	0	0

SPEAKING	I									9	7	10	2
	A									10	7	10	4
	P									48	23	18	3
READING/ WRITING	B									13	8	6	2
	I									37	18	22	4
	A									19	12	9	2
	P									0	0	1	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	32		5	
Math <u>Algebra</u>	42		9	
Math <u>B</u>	2		2	
Biology				
Chemistry	2		0	
Earth Science	12		3	
Living Environment	26		11	
Physics	1		0	
Global History and Geography	19	2	11	2
US History and Government	46	1	17	1
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use Read 180 software to assess the literacy skills of our ELLs. This data indicates that 4 % of ELLs are proficient in reading, 25 % of ELLs are basic in reading and 71% of students are below basic readers. My Access program tests the students' writing levels. This data indicates that 26% of our ELLs are proficient writers. 44% of our ELLs are approaching proficiency and 30% of our ELLs are below basic. This also gives us detailed data on grammatical errors and language structure that helps inform instruction. This data helps us differentiate instruction appropriately as well as place students into cooperative learning groups. This data is similar to the NYSESLAT data. By creating units and lessons that support the development of these skills, we trust that students will be able to improve their language proficiency.

2. The patterns in student's results in the four modalities across the proficiency levels and grades are as follows: the students are scoring higher in listening and speaking than reading and writing on the NYSESLAT. The students are developing their competence in Basic Interpersonal Communication Skills at a rapid pace. 50% of beginning students went to intermediate or advanced levels. 32% of the intermediate level students moved to Advanced or proficient. Using the city and state assessment data, it indicates that their Cognitive Academic Language Proficiency is not yet at par. Based on the NYSESLAT data, reading is the modality in need of the most improvement, followed by writing.

3. This data will affect the instructional decisions that we make. The implication for instruction is that our curriculum has to foster skills in reading and writing across the content-areas. The 2010 NYSESLAT data indicates that our students are weak in reading and in writing. In order to move students who are weak in writing to the next level, we use the following strategies: Shared writing, teacher modeling of writing, the writing process, differentiation of instruction, using data to drive instruction, ongoing assessment, graphic organizers, small group guided instruction, and peer conferencing.

Read 180 is a program designed by Scholastic in order to improve student's reading skills. Read 180 is a combination of online and face-to-face work, group discussion and individual study. Lessons are differentiated to target the student's individual reading level. Students work at their own pace through this program. ESL classes work with this program 1-2 times weekly, in order to raise reading scores. In addition to this program, we have instated a long-term homework assignment called the Reading Marathon. Students will read 25 books of their choice throughout the school year. They will choose 6 of these books, throughout the year, on which to complete a project of their choice.

4. Although our ninth graders have BICS, they have not yet developed CALP at a proficient level. Many of these students have low literacy levels in their L1, therefore our program offers NLA classes as a means of support to develop their literacy skills. As the students move to 10th grade, we see that they continue to develop BICS, but their growth in reading and writing is not developing at the same rate. Many of these students have low literacy levels in their L1, therefore our program offers NLA classes as a means of support to develop their literacy skills. As the students move to 11th grade, we see that they continue to develop BICS, but their growth in reading and writing is not developing at the same rate. Many of these students are long-term ELLs and have low literacy levels in their L1, therefore our program offers NLA classes as a means of support to develop their literacy skills. Read 180 and System 44 are used as a means of developing academic language. Data shows that by 12th grade students are reaching the advanced and proficient levels. The curriculum is centered on reading and writing in the content areas, in order to ensure they meet graduation requirements. There has been growth in their academic language, which their Regents scores indicate. Our program offers NLA classes as a means of support to develop their literacy skills.

6. We evaluate the success of the ESL program by the number of students who graduate within 4 years, passing all of their content-area Regents. Additionally, we look for the students to increase their NYSESLAT score by 43 points each year. Teachers also evaluate progress of students on a daily basis through reading aloud, reading comprehension and essays that demonstrate growth in their writing. If our school

meets the AYP for each category for ELLs, we know we are successful.

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		

	Guidance Counselor		
	Network Leader		
	Other _____		

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12                      **Number of Students to be Served:** 191 LEP 0 Non-LEP

**Number of Teachers** 6                      **Other Staff (Specify)** Assistant Principal of Foreign Language /ESL

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

*Language Instruction Program* – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

There are 191 English Language Learners at Truman High School, which makes up 9.22% of the school’s total population. The level of proficiency and placement of our students were identified through the LAB-R and/or the NYSESLAT. Truman has a free-standing ESL program servicing students in grades nine through twelve. Students are grouped homogeneous according to proficiency level. English is the language of instruction in self- contained ESL classes. ELLs of all level are in mainstream content area classes, which are taught in English. ELL students are in Mathematics, Social Studies, English and Science classes one period each day, 230 minutes each week.

The number of ESL instructional units that students receive is allocated as per New York State CR Part-154 regulation and determined by students' proficiency levels as indicated by their LAB-R or NYSESLAT scores. Students who are at a beginning level take three periods each day of ESL class or 690 minutes each week. Intermediate students are in ESL two periods each day, 460 minutes each week. Intermediate students in 11<sup>th</sup> and 12<sup>th</sup> grade that have not passed the ELA Regents Exam are in ELA class one period a day, 230 minutes each week. Advanced students are in ESL one period each day, 230 minutes each week. Also, advanced students are in ELA class one period each day, 230 minutes each week. In addition, all Spanish native speakers are placed in a Native Language Arts course, one period each day, 230 minutes each week.

### **Title III -ESL Academy After School Program**

The purpose of our Title III after school Program is to implement a strong student support system to increase graduation rates and state Regents passing rates through tutorial services. Students designated as LEP/ESL and transitional students will attend an after school supplemental program; former ELLs who are in jeopardy of not graduating with their cohort are also encouraged to participate. Beginning in the fall semester through the spring, identified students by the school data (i.e. Scholarship Reports, transcripts, and Cohort data) will be served Monday through Thursday in the afterschool tutoring program. The tutors will be comprised of one ESL licensed teacher; and two content area teachers (ELA, Science, Math and/or Social Studies) who has participated in the in-house ESL Institute 12-hour training, and/or QTEL. Students who did not pass a Regents and/or a class are encouraged to participate in the afterschool program. Parents receive a formal letter in their English and native language indicating if their child should attend the program.

The focus of our ESL Academy Afterschool Program is based on careful analysis of the Regents examination scores: Students are performing best in Global History and Living Environment with 58% and 43% passing rates, respectively. The passing rate for US History and Government is 35% and 25% are passing Earth Science; 22% for Algebra and 16% are passing English Language Arts, respectively; and there is a 50% passing rate for chemistry. As such, the subject areas with the lowest percentage passing rates are Earth Science, Chemistry and ELA. The Regents exams require language skills and functions of an academic and cognitive nature.

In reference to our former ELLs, the data used to target said population was a careful review of transcripts with guidance counselors: Any former ELL who is deficient in credit accumulation and/or who has not passed a Regents exam appropriate for his/her cohort should attend.

For our ESL Academy, there will be 2-4 teachers assisting students with homework, assigned tasks, test review, and computer skills (The room is equipped a computer and we have a wireless traveling computer lab). These teachers are from the ESL, math, science, and Social Studies departments. If students have taken previous Regents exams, the tests are copied and analyzed to identify strengths and areas in needs of improvement to be addressed during tutoring. The ESL Academy is open from 2:50 pm to 5:00 pm Mondays, through Thursdays. Each teacher will serve a ratio of 10 to 1. The teacher(s) will maintain communication with the parents to discuss the program. Record is kept of student attendance. The ESL teachers will use the Read 180 program and System 44 to support the students' language acquisition. The Read 180 and System 44 are interactive research-based computer programs designed to develop the oral, auditory, reading and writing skills for students with low literacy and ELLS. The role of the Assistant Principal is to provide staff development and mentoring to the teachers who are servicing these children; as part of said staff development and mentoring, teachers will meet as a team to discuss goals for students; how to assess student achievement based on their individual goals; and the use of ESL strategies to improve student achievement across the content areas. In addition to her role as staff developer and facilitator to the teachers, the Assistant Principal will conduct periodic visits to the academy and she will meet with the students to monitor their progress.

To ensure that ELL students pass the NYSESLAT and English Language Arts Regents Examination, we will use the following strategies: Guided listening activities, teacher modeling of listening strategies, Active listening and note taking strategies, differentiation of instruction, use of data to drive instruction, ongoing assessment in listening, graphic organizers for note taking while listening (double entry journals, note taking with a purpose worksheets, etc.), and listening for key words from questions.

We have a variety of resources in the tutoring center that are designed especially for English Language Learners from various publishing companies to support the core curriculum. The resources contain many good ideas for presenting concepts to classes of ELLs or students with low literacy. Some of the materials are also in Spanish. Some examples of the materials that we use are: Longman Mathematics Textbook and Teacher's Guide; The Americans; The Americans Reading Study Guide, World History Reading Study Guide, El Medio Ambiente y La Vida, El Medio Ambiente y La Vida Guided Audio Reading Program, Longman Science Teacher's Guide.

*Professional Development Program* – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

During the school year 2010-2011, we will provide our staff with specific training that is geared toward meeting the needs of our ELLs. Given our analysis of the ELL data, we have determined that professional development on targeted instructional strategies would best assist teachers in addressing the differentiated needs of our students, particularly in the areas of developing academic language. Our goal is to have teachers attend ELL-Institute and other training sessions provided by the Office of English Learners for content area and ESL teachers. The ELL-I training will enrich their collaborative curriculum planning periods to ensure that the differentiated needs of the ELLs are being met on a regular basis. The total number of the anticipated participants will be 4 pedagogues.

Other professional development opportunities that we plan to provide to all teachers of the school are the following:

- QTEL Strategies to Scaffold Instruction in the Content Area
- Developing Academic Language
- Building Vocabulary for Academic Achievement
- Classroom Instruction that Works with English Language Learners

These series of workshops will be provided to the teachers throughout the school year during.

In addition, the ESL teachers will continue to attend other professional development workshops that will enable her to acquire the best instructional strategies to address the needs of ELLs at our school, while also developing a teacher training model that will allow them to turn-key what they learned at the professional development institutes and/or conferences over a series of targeted workshops that will involve support in the classroom. Our ESL teacher will attend workshops provided by the Office of English Language Learners and BETAC during the school year.

The professional development will help support English Language Learners (ELLs), low literacy and special needs students. In addition, we will comply with the 7.5 hours training mandated by the state. In an effort to provide continuous support to the participants, on-going professional development will be offered at no cost to Title III funds; licensed ESL teachers will share best practices with content area teachers in an effort to help the teachers develop ESL methodology in their content area classrooms.

*Description of Parent and Community Participation*–Explain how the school will use Title III funds to increase parent and community participation ELLs:

The school will provide the parents of ELL students with the opportunities to attend workshops on literacy at home, state standards and assessment as well as and preparing their children for college. In addition, parents will be invited to learn, discuss and evaluate the LAP for the school. These workshops will occur an on -going basis throughout the school year at no cost to Title III funds.

**Form TIII – A (1)(b)**

**School: Harry S Truman High School (11x455)**  
**Title III LEP Program**  
**School Building Budget Summary**

**BEDS Code: 321100011455**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> <li>- ELLs with more time on task</li> </ul>	<b>21,182</b>	<b>Teacher per session for ESL after-school supplementary program.</b>  <b>1 ESL Teacher x 45 hrs @ \$49.89/hr = \$2,245.05</b> <b>2 Content Area Teacher x 20 hrs each @ 49.89/hr=\$1,995.6</b>  <b>\$2,245.05+ =\$1,995.6 = \$2,240.13</b>  <b>Teacher professional development.</b>  <b>3 Teachers x 12 hours each@ 49.89 = \$1,796.04</b>  <b>\$2,240.13 + \$1,796.04 = \$4,036.17</b> <b>\$12,765 with fringes \$17, 145</b> ESL teacher to provide ELLs with more time on task <b>\$4,0367 + \$17,145 = 21,182</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<b>\$6,773</b>	Bilingual dictionaries Regents Preparation materials Computer Software: Read 180 and System 44 programs and equipment (i.e. headphones)  Supplies

<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>	<b>\$625</b>	<b>\$625 to be used to buy supplies for the ELL Institute and parent workshops.</b>
<b>TOTAL</b>	<b>\$28,580</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Nearly 39% of our student population is of Hispanic background. We also have students from Jamaica, Ghana, Guyana, Pakistan, and Bangladesh. 6.4% of our student body immigrated over the last several years. We currently serve about 145 ELL learners. Many of the parents of recent immigrants and of our ELL students do not speak English at home as a native language. Therefore, we need to be able to provide parents with necessary and required school wide rules, regulations and concerns. This information needs to be disseminated in a language the parent can understand.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Because we are a school with a diversity of students from many backgrounds, many of the parents of our students do not speak English as their primary language at home. Therefore, we need translation services for the following school wide issues: orientation, program information, guidance forms and letters, special events and emergency notices, attendance forms and alters, tutoring schedule, alternate educational options, discharge forms / letters, discipline forms / letters, etc.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Interpreters translate the following:

- a. Newsletters
- b. Graduation requirement forms

- c. Guidance forms and letters
- d. Course catalog
- e. Special events and emergency notices
- f. Attendance forms and letters
- g. Tutoring schedules
- h. Alternate educational options
- i. Discharge forms / letters
- j. Discipline forms / letters

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The following oral translation services are provided by outside contractors:

- Parent / Teacher conferences

The following translation services are provided by in house staff:

- Parental phone calls
- After school conferences and orientation

3. Describe how the school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Truman High School will fulfill Section VII of the Chancellor’s Regulations by the following:

1. Truman provides parents whose primary language is a “covered language” and who require language assistance services with written notification of their rights regarding translation and interpretation services. This information is disseminated during freshmen orientation, during parent / teacher conferences and is available in our Main Office.
2. Posted in our Main Office (a few feet away from our main entrance) is a sign that indicates where written notification of translation services can be obtained. These services are arranged through our Assistant Principal for Pupil Personnel.
3. Our safety plan indicates procedures for ensuring that parents (with language barriers) who are in need of language assistance services can reach the school’s administrative offices.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0	1,480,299	1,480,299
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	14,802.99	14,802.99
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Every teacher who is not deemed to be “highly qualified” will receive extensive professional development as well as counseling regarding courses they need to take in order to become fully certified in the content area they are currently teaching. Those teachers who wish to pursue college courses will have their tuition reimbursed upon successful completion of coursework. We also work with the teachers to assist them with expediting their certification.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### Parent Involvement Policy 2010-2011

Parents and families of students in Harry S Truman High School will be provided with opportunities to participate in Parent Association meetings, School Leadership Team activities, A.R.I.S. trainings and various parent educational activities that relate to building a strong home/school partnership. To increase parent involvement, Harry S Truman High School will:

- Utilize the Parent Association and School Leadership Team to facilitate the exchange of information between school and home and encourage support of parent involvement efforts.
- Offer parent training workshops at the school related to: ARIS, a computer link parents utilize to access a variety of information of their child, including grades and attendance.
- Provide parents with copies of ARIS parent link letters
- Mail progress reports to homes of all students' parents prior to the distribution of report cards. This will be done 4 times throughout the school year.
- Provide *Supplementary Educations Services* workshop that will identify all the supplementary services available to students and their families.
- Support school-based committees, the School Leadership Team and Title 1 Advisory Council.
- Hold orientation , articulation meetings for all new students and their families,
- Publicize and encourage attendance at parent/teacher conferences.
- Provide interpreters for parents during parent/teacher conferences.
- Encourage on-line communication between parents and teachers.
- Distribute notices in languages spoken by the parents.

- Make available a Parent Coordinator to assist families and recruit parent volunteers. Parent Coordinator trains parents to volunteer as Learning Leaders.
- Make sure that family workers visit the homes of those students who are having attendance issues.
- Provide automated phone calls via the School Messenger™ to all homes alerting families to upcoming events.

The goal of Harry S. Truman High School is to provide all parents with a welcoming and cooperative environment to ensure the success of each student.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## School Responsibilities

Harry S Truman High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.
3. Provide parents with frequent reports (4 times a year) on their children’s progress.
4. Provide parents reasonable access to staff.
5. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school’s participation in Title I, ARRA programs, and to explain the Title I, ARRA requirements, and the right of parents to be involved in Title I, ARRA programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, ARRA programs (participating students), and will encourage them to attend.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, ARRA programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

### **Parent Responsibilities**

Parents will support their children's learning in the following ways

1. Monitoring attendance.
2. Making sure that homework and projects are completed and submitted on time.
3. Monitoring amount of television they watch, video games they play, etc that can distract them from completing their work and getting ample rest.
4. Participating, as appropriate, in decisions relating to my children's education.
5. Promoting positive use of their child's extracurricular time.
6. Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by child or by mail and responding, as appropriate.
7. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Student Responsibilities**

Students will share the responsibility to improve their academic achievement and achieve the State's high standards in the following way:

1. Do homework every day and ask for help when needed.
2. Read at least 30 minutes every day outside of school time.
3. Give to parents or the adult who is responsible for their welfare all notices and information received from the school.
4. Act in a respectful manner to fellow students and all adults in the building.
5. Follow student rules as outlined in the Discipline Code.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Truman High School plans to conduct numerous needs-assessment activities in order to design effective educational programs and professional development opportunities for staff members. These activities are described below:

- a. Analysis of Truman's School Report Card: This report will be analyzed by the Principal and her cabinet to determine areas in need of improvement. These results will then be shared with staff members at a faculty conference and departmental meetings. Since the School Report Card indicates that our students with disabilities and ELLs are not meeting AYP in English Language Arts and Mathematics, this will allow us to identify these students.
- b. Analysis of the 2009 -210 Progress Report. These findings will be carefully scrutinized and individual departments will analyze each component of the report in order to identify strategies that can be implemented to improve teaching and learning.
- c. All students in English and Math who have not passed or taken the Regents exam will be tested via the Acuity assessment tool in an effort to identify specific deficiencies to be addressed in study skills classes, A.I.S. classes and/or after school tutoring.
- d. Analysis of the 2009-2010 PAR Report indicates that our attendance rate was 87%. The 2009-10 daily attendance reports indicate that our highest rate of student absenteeism continues to be our 9<sup>th</sup> grade holdovers and the self-contained Special Education population.

- e. Analysis of June scholarship reports in each of the disciplines by each of the Assistant Principals, Supervision and their department to develop action plans to improve student performance.
- f. Review and analysis of Cohort 2010, specifically ELA and Math progress, graduation rate, diploma categories, and sub group progress with special focus on Special Education and Hispanics by Data Specialist.
- g. Review and Analysis of Credit Accumulation and Promotion to the next grade. The Data Specialist will need to collect, organize and present this data to be analyzed and discussed by the Principal, the Cabinet, and each discipline. Analysis should be able to show us trends in content area, grade level, and sub groups.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

- All at-risk freshmen are placed in a literacy class
- All at-risk students who failed a course and had good attendance are scheduled the following marking period for credit recovery opportunities after school
- We urge our students to retake Regents exams until they receive a grade of at least 75 on the exams
- We are pushing for more students to receive Regents and advanced diplomas
- We offer afterschool instruction through the following CBOs: Sports and Arts and Gear-Up
- We afford all incoming freshmen the opportunity to take our Summer Bridge Enrichment classes
- We offer summer school classes to all students who need to make up credits or who failed regents exams
- We offer courses in Media, Law, Business, Engineering and Culinary Arts.

3. Instruction by highly qualified staff.

90% of our staff is deemed highly qualified. Every teacher that is not deemed to be “highly qualified” will receive extensive professional development as well as counseling regarding courses they need to take in order to become fully certified in the content area they are currently teaching. Those teachers who wish to pursue college courses will have their tuition reimbursed upon successful completion of coursework.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

Truman High School prides itself in instituting collaborative practices. These are evidenced in the activities described below:

- The first Monday of every month is dedicated to 80 minutes of staff development. In addition, due to a School Based Option we are able to commit time each Friday to Inquiry work. We have a shortened schedule and teachers conduct inquiry work from 1:35 until 2:50.
- Learning Walks are conducted throughout the school year. Teachers and administrators visit classrooms, in order to examine teaching strategies, student engagement levels, assessment models, classroom environments and overall best practices. The findings of these Walks allow for planning effective and meaningful staff development.
- The Principal regularly invites small groups of teachers to participate in roundtable discussions. At this forum teachers are encouraged to openly discuss what they believe are effective practices and to share ideas for improving teaching and learning. These ideas are discussed with the Cabinet to institute effective change in the classroom. The Principal also meets regularly with students to allow them to voice their concerns, share their thoughts on what is working well, and share their ideas for improvement.
- Assistant Principals – Supervision lead study groups with their teachers. At these meetings, the groups share best practices, analyze data, learn new and unique methodologies and assess learning. This practice not only promotes more effective teaching, but it also promotes collegiality.
- New teachers are assigned experienced and proficient teachers to work with them in lesson planning, classroom management techniques, and methods of engaging the learner. These strategies allow colleagues to work together in a non-evaluative environment.
- The formation of an Inquiry Team has allowed us to intensify our efforts with regard to implementing meaningful teaching and learning strategies. This group of teachers, guidance counselors and administrators continues to work with classroom teachers finding effective ways to improve student achievement. One of these techniques was to learn how to use ‘low inference observations’ to increase learning.
- Truman High School engages one full-time staff developer as well as a Professional Development Team (Improving Student Achievement team) to work with the teaching staff in helping them hone their skills. In this manner of working, the teacher is placed in a non-judgmental and non-evaluative situation in which best practices may be explored and acquired.

- Parent involvement is a crucial component in student success. To this end, we encourage regular communication with parents to keep them abreast of their child’s progress. This includes outreach from attendance staff for non-attendance/tardiness, regular progress reports (in addition to six report cards), contact from the students’ guidance counselor and other support service personnel as indicated. Via telephone calls and mailings, they are also notified of special events, tutoring opportunities and important dates. Parents are invited to special events including the Spring Concert, the Art Show, plays and Award Ceremonies.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
    - Truman High School will continue to make use of the “open market system” and New York City Teaching Fellows program to attract high quality highly qualified teachers. In addition, teachers are encouraged to take education classes to improve their skills and methodology.
  6. Strategies to increase parental involvement through means such as family literacy services.

The Parent Coordinator, along with SLT and Parents Association will plan strategies to increase parental involvement. These services will be arranged after school hours and on weekends.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Department conferences and common planning time are used for this purpose. Teachers have access to information about their students from A.R.I.S., ACUITY, student transcripts, I.E.P’s, and Daedalus.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Student records are closely examined throughout the school year. Programmers and assistant principals ensure that students who have failed Regents exams are placed in AIS classes. Please refer to pages 18 -22 for additional information

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We offer the following programs at Truman: YABC, SPARK, RAPP, Gear-Up, Sports and Arts, Morris Heights Health Center Clinic, Respect-for- All Program, No Place for Hate, among a number of other programs offered and housed at Truman High School.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

	<i>Local)</i>	<b>Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal			N/A			
Title I, Part A (ARRA)	Federal				1,480,299	✓	49-53 and 61
Title II, Part A	Federal			N/A			
Title III, Part A	Federal				28,580	✓	5-6, 11-12, 14-17, 19-22, 42 -47, 56 – 57 and 59
Title IV	Federal				10,496	✓	12, 23-44
IDEA	Federal				558,171	✓	5-6, 11-13
Tax Levy	Local				7,410,672	✓	5-6, 11-12, 14-17, 19-22, 42 -48, 56 – 57 and 59

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED  
Status:**

**Restructuring Year 2**

**SURR<sup>3</sup> Phase/Group (If applicable):**

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### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
  - Our Cohort '09 information shows that we did not meet the AYP for the following NCLB groups: in ELA we did not meet the *Students with Disabilities*; in mathematics we did not meet *Students with Disabilities* and *Economically Disadvantaged*. Our Cohort 2010 information indicates that we met the AYP goals for all Math and English and all NCLB groups. For Cohort 2010 we also met the overall AYP for graduation.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
  - ✓ Teachers of Special Education students will be continue to be supervised and evaluated by the assigned A/P Supervision – ELA, Math, Science or Social Studies
  - ✓ Teachers of core subject areas will provide Special Education students with Regents level instruction
  - ✓ Teachers will prepare all general education, ELL and special education students for NYS Regents examinations
  - ✓ A/P Supervision will provide appropriate support (PD) to help teacher present Regents level instruction and activities for Special Education population

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School Under Registration Review (SURR)

- ✓ A/P Supervision will provide PD on Regents testing strategies, testing components and samples for the teacher
- ✓ Special Education teachers will observe General Education teachers in corresponding subject classes
- ✓ Using NYSTART, ARIS and HSST all NCLB cohort students will be identified by group and guidance counselors will ensure that all students are programmed for proper classes and Regents exams

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The salaries of our school staff developers are paid for with these funds. These staff members plan and oversee the school wide professional development conducted at the school. Special attention is being paid this year in preparing special education students for their Regents exams. We have also identified the students in all NCLB groups and are focusing on professional development that focuses on meeting their specific needs. Therefore, this will be one of the focuses of our staff development this year. We are also focusing many of our energies and professional development on integration of the Common Core State Standards.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Each department assigns teacher-mentors to either newly hired teachers or teachers in need of improvement. In addition, the school has several school wide staff developers who also work with teacher in and out of the classroom on some of the following issues: classroom management, lesson planning, differentiation, questioning, data analysis and assessment.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters explaining that the school is a Restructuring Year 2 school were mailed home in the parent's native language in January 2011. These letters were also backpacked home with the students.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**  N/A

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
N/A	N/A	N/A

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently 76 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Our STH (Students in Temporary Housing) are offered the following: book-bags, locks, gym uniforms and other school supplies they may not be able to afford. They are also provided with whatever counseling and educational support services that they require. We also make certain that breakfast and lunch is offered to these students. We also make certain that the emotional, developmental and educational needs of these students are met through rigorous intervention by our counselors.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Harry S Truman High School							
<b>District:</b>	11	<b>DBN:</b>	11X45	<b>School</b>		321100011455		
<b>DEMOGRAPHICS</b>								
Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungrade	v
	2		6		10	v		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	0	0	0		86.0	85.5	87.3	
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>				
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	0	0	0		93.7	94.1	93.4	
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	0	0	0		38.3	47.1	50.7	
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	0	0	0		12	138	30	
Grade 9	984	828	840	<b>Recent Immigrants - Total Number:</b>				
Grade 10	587	529	444	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	442	460	378		24	13	5	
Grade 12	331	277	305	<b>Special Education</b>				
Ungraded	28	37	21	<i>(As of October 31)</i>	2008-	2009-	2010-	
Total	2372	2131	1988		318	294	244	
				<i>(As of June 30)</i>	252	220	169	
					16	22	20	
				<b>Special High School Programs - Total Number:</b>				
				<i>(As of October 31)</i>	2007-	2008-	2009-	
					N/A	818	655	
					0	0	0	
				<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>	2007-	2008-	2009-	
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	142	130	120	
# in Dual Lang.	0	0	TBD		55	53	41	
# receiving ESL services only	142	136	TBD		4	6	14	
# ELLs with IEPs	38	84	TBD					
These students are included in the General and Special Education enrollment information above.								

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	206	163	530	% fully licensed & permanently assigned to this	98.6	98.5	97.4
				% more than 2 years teaching in this school	65.5	80.5	91.7
				% more than 5 years teaching anywhere	35.9	40.6	62.5
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		70.0	78.0	90.8
American Indian or Alaska Native	1.0	1.1	1.1	% core classes taught by "highly qualified" teachers	85.8	87.1	86.4
Black or African American	55.3	52.7	51.4				
Hispanic or Latino	40.5	42.4	44.6				
Asian or Native Hawaiian/Other Pacific	2.2	2.3	1.9				
White	0.9	1.1	1.0				
<b>Male</b>	57.8	58.6	60.2				
<b>Female</b>	42.2	41.4	39.8				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In			Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2					v	
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	X
Math:		Math:	X
Science:	-	Graduation Rate:	X

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	-	-	-	v	X	X	58
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-	
Black or African American				v	X		
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific	-	-	-	-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities	-	-	-	X	X		
Limited English Proficient				vsh	vsh		
Economically Disadvantaged	-	-	-	X	X		
<b>Student groups</b>	0	0	0	4	2	0	

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	69.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	9.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	19.3	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	36.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Debrah Maldonado</b>	District <b>11</b>	School Number <b>455</b>	School Name <b>Harry S Truman High</b>
Principal <b>Sana Nasser</b>		Assistant Principal <b>Astrid Jacobo</b>	
Coach <b>Lorri Giovinco Harte</b>		Coach <b>Arlene DeSimone</b>	
Teacher/Subject Area <b>Meredith Phelan, ESL</b>		Guidance Counselor <b>Judith Aybar Dejesus</b>	
Teacher/Subject Area <b>Asher Tabak, ESL</b>		Parent <b>Ramon Colon</b>	
Teacher/Subject Area <b>Martina Musich, Social Studies</b>		Parent Coordinator <b>Ken Williams</b>	
Related Service Provider <b>Mary Ann Salerno</b>		Other <b>Ann Nutini, Guidance Counselor</b>	
Network Leader <b>Alan Cohen</b>		Other <b>Petra Frantova, DataSpecialist</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>2071</b>	Total Number of ELLs	<b>191</b>	ELLs as Share of Total Student Population (%)	<b>9.22%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When a student is first admitted to Truman High, the guidance counselor of that particular student administers the Home Language Survey (HLIS) to students who are registering for the first time in a New York City school. If the Home Language Survey indicates they speak a language other than English at home, or have been to school in another country where they don't speak English, the guidance counselor calls the Assistant Principal of ESL, Astrid Jacobo. During the same day, either Assistant Principal Astrid Jacobo or the LAB-BESIS coordinator, Meredith Phelan, ESL certified, conducts an informal interview with the student and family. This interview is conducted in English and their native language. If the student's family speaks a language that Astrid Jacobo or Meredith Phelan cannot translate orally, the translation unit is called to facilitate this interview. Parents view the Department of Education Parent Video and then they receive the Parent Option Letter, on the first day of arrival. If deemed necessary, the student is given the LAB-R exam and the Spanish LAB to Spanish speaking ELLs either that day or within 10 school days of initial enrollment as per CR Part 154, by the LAB-BESIS coordinator, Meredith Phelan. The exam is hand-scored immediately and the student is then programmed accordingly by his or her guidance counselor. The LAB-R Report is monitored to verify that the placement was correct. Students' language proficiency is formally monitored by the NYSESLAT given to all ELLs over the course of a three-day period in early May. Records for ELL students are filed the Record Room and a set of copies are kept in the English as a Second Language Office.

2. When parents of ELLs first arrive to the school, they are immediately shown the program choice video in their native language. If their native language is not available on the video, it is translated orally. The school contacts personnel in the building or translation units are brought in. Then, the AP, LAB-BESIS coordinator and guidance counselor speak with the parents about their options in English or Native Language if necessary.

3. Parent program choice forms are filled out and returned after they've seen the video and discussed all options on their first day of arrival.

4. At the beginning of the school year parents/guardians receive entitlement letters in their native language and English. These letters indicate continuation or discontinuation of services. Parents are instructed to return a signed copy of the entitlement letter. A second letter is hand delivered by the student.

5. After reviewing the five Parent Survey and Program Selection forms for the past few years, the all five parents select Freestanding ESL as their program of choice. Records will be kept of parents if any future parents select a bilingual program. If we reach the assigned number of students, parents will be informed of their new option. Freestanding ESL is the only program offered at Truman High School.

6. Our ESL program aligns with the requests of the of parents. We are monitoring the parent choices and continuation of services letters. If bilingual becomes the preferred choice, we will take necessary steps to build a program.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	191	<b>Newcomers (ELLs receiving service 0-3 years)</b>	34	<b>Special Education</b>	91
<b>SIFE</b>	24	<b>ELLs receiving service 4-6 years</b>	64	<b>Long-Term (completed 6 years)</b>	93

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	34	5	12	64	13	32	93	6	47	191
<b>Total</b>	34	5	12	64	13	32	93	6	47	191

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										88	42	32	6	168
Chinese														0
Russian														0
Bengali											1			1
Urdu										1	1		1	3
Arabic										3	1	2		6
Haitian														0
French										1	2		2	5
Korean														0
Punjabi														0
Polish														0
Albanian												2		2
Other										4		2		6
<b>TOTAL</b>	<b>0</b>	<b>97</b>	<b>47</b>	<b>38</b>	<b>9</b>	<b>191</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. Truman has a free-standing ESL program servicing students in grades nine through twelve. Students are grouped homogenously according to proficiency level. English is the language of instruction in self-contained ESL classes.

2. The number of ESL instructional units that students receive is allocated as per New York State CR Part-154 regulation and determined by students' proficiency levels as indicated by their LAB-R or NYSESLAT scores. Students who are at a beginning level take three periods each day of ESL class or 690 minutes each week. Intermediate students are in ESL two periods each day, 460 minutes each week. Intermediate students in 11<sup>th</sup> and 12<sup>th</sup> grade that have not passed the ELA Regents Exam are in ELA class one period a day, 230 minutes each week. Advanced students are in ESL one period each day, 230 minutes each week. Also, advanced students are in ELA class one period each day, 230 minutes each week. In addition, all Spanish native speakers are placed in a Native Language Arts course, one period each day, 230 minutes each week.

3. ELLs of all level are in mainstream content area classes, which are taught in English. ELL students are in Mathematics, Social Studies, English and Science classes one period each day, 230 minutes each week. Content area teachers are trained in teaching strategies that work for ELL students such as: scaffolding, pre-teaching vocabulary and visuals and gestures. Content area teachers are expected to differentiate their lessons with tiered activities that allow students of all ability levels to learn the same essential concepts in different ways; and use adaptive technologies that modify the format of curriculum and/or assessment. Teachers are also encouraged to provide native language support materials whenever possible. Longman textbook series is available in Social Studies, Math and Science. These texts are designed especially for ELLs to help them gain access to content-area information. In addition, the assistant principal for ESL will conduct joint formal observations with the assistant principals for the content-areas and teachers will receive recommendations and staff development to improve instruction for ELL students.

4. For SIFE students, we provide literacy instruction and individualized tutoring using adapted materials and simplified texts. In addition, teachers providing services in the content areas and ESL receive resources to further support SIFE students. In the ESL classroom, SIFE students are placed on Scholastic's System 44 program, a program designed for high school students who are preliterate.

For newcomers, in addition to regular classroom instruction, we offer tutoring which they are required to attend tutoring three times per week. When possible, tutoring is conducted with an ESL certified teacher and a native language teacher. Students are given textbooks and other resources for their content area classes in their native language, when available. System 44 and Read 180 both track students' language acquisition in their ESL class. Students are prepared for ELA testing during their ESL class. Professional development support is provided to content area teachers of ELLs.

For ELLs receiving service for 4 to 6 years, our goal is for them to attain proficiency. Read 180 and System 44 are both utilized to help push students to proficiency in reading. The My Access writing program is used with students during class in order to work with them on content and development and more advanced mechanics of English writing.

For Long time ELLs, in addition to the READ 180 and My Access programs, we have peer tutoring as well as an after school ESL Academy, in which there are 2-4 teachers assisting students with homework, assigned tasks, test review and NYSESLAT preparation. These teachers are from the ESL, Math, Science and Social Studies departments. The assistant principal conducts periodic visits to the academy and meets with the students to monitor their progress. Teachers and guidance counselors maintain communication with the parents to discuss the program.

ELLs who are identified as having special needs are provided with any and all accommodations as per their Individualized Education Plan (paraprofessionals, testing accommodations etc.)

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**



per week. In addition, we utilize the computer program My Access, which helps the students with ELA and writing across the content areas. Math and other content area text book resources are available in Spanish. Native language support is provided whenever possible in the content area classroom. Content area teachers will provide meaningful lessons that strengthen background information and promote the literacy of students.

6. We provide continuing transitional support for ELLs who have reached proficiency on the NYSESLAT. Tutoring is available after school for these students to maintain a level of support in their content area classes. In addition, all of their content area teachers are notified of their transitional status so that they may continue to receive appropriate testing accommodations throughout their two years of transitional status. Transitional students also continue to take NLA where available.

7. For the upcoming school year, we will continue the implementation of Scholastic's Read 180 and System 44 programs. We will consider expanding the use of these programs within our department by including advanced students in this program. We will also continue our implementation of the My Access writing program. We are also going to pilot the program Learning Village to support our students in Algebra and Geometry.

8. No programs or services for ELLs will be discontinued.

9. ELLs are afforded equal access to all school programs both academic and extracurricular. They are able to select any of the 9<sup>th</sup> grade houses (i.e. Culinary, Media, Business, etc.). In addition, they participate in afterschool clubs and sports programs. ESL academy, the tutoring program is offered specifically for ELL students.

10. The instructional materials used in the ESL program support the development of language acquisition across the content areas. The primary textbooks, Visions Basic A, B and C support the New York State standards for English as a Second Language in grades 9-12. Supplementary textbooks include the CNN series, Cause and Effect and Facts and Figures, Aim Higher English Language Arts, EMC Write-In Readers; English in Action, English is Fun, and the use of dictionaries and content area books. Also, each ESL classroom is equipped with a library consisting of hundreds of books of varying literacy, proficiency, and genre. In addition, the classroom libraries and the school library have high-interest books and content area books in different languages for ELLs. Furthermore, students have access to multi-media language lab where they have the opportunity to do self-tutoring to enhance their abilities in listening, speaking, reading and writing in English, as well as gain valuable computer literacy skills. The lab is also used by ESL teachers to conduct different types of student-centered activities to support different learning styles. The instructional materials for NLA include *Sendas Literarias 1, 2*, *Abriendo Puertas Tomo 1, 2* and *Momentos Literarios*, all of which support the NYS standards for Native Language Arts.

11. Native language support is provided in the ESL classroom. This is done by clarifying directions in students' L1 when possible and grouping students homogeneously by language when doing group work in class and allowing students to clarify directions and help one another as they acclimate to the new culture and language. These supports are gradually lifted as students acquire proficiency. In addition, ELL students programmed to classes with the Mathematics and Science Program are grouped with peer tutors that speak their native language and receive support in L1.

12. The ESL curriculum is differentiated to support students' needs by age and grade level. The classroom libraries reflect lexile level, age appropriate content, and a multitude of genres.

13. Newly enrolled ELLs have the opportunity to attend the summer bridge program. A tour of the building is also offered at parent orientation or during the first week of student enrollment. We communicate with school personnel about ID pictures and metro cards for our new students. A list of ELL students is sent to teachers at the beginning of the school year. The student is also buddy with another student and/or teacher who speaks the same language.

14. Language electives offered to ELLs include Spanish, NLA or French.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All teachers and assistant principals, guidance counselors, secretaries and related services providers will be provided with ongoing staff development, research based strategies to improve teaching and learning for ELLs. Faculty and staff attend in-house training as well as outside conferences to satisfy the mandated hours of ELL training. The assistant principal of foreign language maintains a record of satisfaction of mandated hours. Content area teachers will be trained on systematically teaching discipline-specific language (routines, questioning, and techniques to check for understanding). All teachers and assistant principals will be trained in second language acquisition and ESL teaching methodology. All teachers are encouraged to attend QTEL, (Quality Teaching for English Language Learners) and ELL Institute workshops. Assistant principals from all content areas will attend conferences on differentiating instruction for ELLs. They will be trained on the use of materials and ESL methodology in the content areas as well as interpreting data that impacts programming and teaching strategies.

2. Ninth grade teachers will be provided with ongoing staff development on research based strategies to assist ELLs as they transition from middle school to high school. For example, teachers are trained on how to give instructions with clear expectations, provide sentence starters to help the students articulate, notetaking skills, and other strategies.

3. All teachers servicing ELLs must attend 7.5 hours of staff development related to the education and assessment of ELLs as per Jose P. Assistant principals will attend an in-house training as well as outside conferences to satisfy the mandated hours. The assistant principal of foreign language will keep record of all staff who have completed this requirement. An in-house 10-hour workshop will be offered in the spring after school for those staff members who need to complete their mandated hours. Some of the topic during the training are: Identifying ELL students -Personal –Background information, Data- ARIS, A Guide to Teaching ELL Students ; Programs in New York State for ELL Students, Regents Statistics in the School for ELLs- and Lesson planning – Differentiation of Instruction for ELLs.

#### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. A meeting with ELL parents is hosted every fall and spring by the assistant principal of foreign language and the ESL teachers. During these meetings we discuss and cover a wide range of topics including how they can support their child's learning at home, what their child's NYSESLAT score means, goal setting and college and financial aid advisement and an evaluation of the school's Language Allocation Policy. In addition to these specif meetings pertaining to ELLs, ELL parents are encourage to participate in school wide parental events.

Parents and families of students in Harry S Truman High School will be provided with opportunities to participate in Parent Association meetings, School Leadership Team activities, A.R.I.S. trainings and various parent educational activities that relate to building a strong home/school partnership. To increase parent involvement, Harry S Truman High School will:

- Utilize the Parent Association to facilitate the exchange of information between school and home and encourage support of parent involvement efforts.
- Offer parent training workshops at the school related to: ARIS, a computer link parents utilize to access a variety of information of their

child, including grades and attendance.

- Provide parents with copies of ARIS parent link letters
- Mail progress reports to homes of all students' parents prior to the distribution of report cards.
- Provide Supplementary Educations Services workshop that will identify all the supplementary services available to students and their families.
- Support school-based committees, the School Leadership Team and Title 1 Advisory Council.
- Hold orientation meetings for all new students and their families,
- Publicize and encourage attendance at parent/teacher conferences.
- Provide interpreters for parents during parent/teacher conferences.
- Encourage on-line communication between parents and teachers.
- Distribute notices in languages spoken by the parents.
- Make available a Parent Coordinator to assist families and recruit parent volunteers. Parent Coordinator trains parents to volunteer as Learning Leaders.
- Make sure that family workers visit the homes of those students who are having attendance issues.
- Provide automated phone calls to all homes alerting families to upcoming events.

The goal of Harry S. Truman High School is to provide all parents with a welcoming and cooperative environment to ensure the success of each student.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### School Responsibilities

Harry S Truman High School will:

- A. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- B. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- C. Provide parents with frequent reports (4 times a year) on their children's progress.
- D. Provide parents reasonable access to staff.
- E. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- F. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- G. Hold an annual meeting to inform parents of the school's participation in Title I, ARRA programs, and to explain the Title I, ARRA requirements, and the right of parents to be involved in Title I, ARRA programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, ARRA programs (participating students), and will encourage them to attend.
- H. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- I. Provide to parents of participating children information in a timely manner about Title I, ARRA programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- J. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

#### Parent Responsibilities

Parents will support their children's learning in the following ways

- A. Monitoring attendance.
  - B. Making sure that homework is completed and submitted on time.
  - C. Monitoring amount of television their children watch.
  - D. Participating, as appropriate, in decisions relating to my children's education.
  - E. Promoting positive use of their child's extracurricular time.
  - F. Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by child or by mail and responding, as appropriate.
  - G. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Partnerships with Save Latin America and Bronx Community College provide workshops for our parents on the college process, ESL programs and supporting their children.

3. Parents are surveyed in English and their native language to evaluate their needs and interests for parental involvement.

4. Based on parent surveys, we schedule parent meetings according to times that they prefer. We also vary the time of these meetings, sometimes in the morning and other times in the evening, to accommodate schedules and meet the needs of as many parents as possible.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										23	9	7	2	41
Intermediate(I)										51	21	23	4	99
Advanced (A)										24	14	10	3	51
Total	0	0	0	0	0	0	0	0	0	98	44	40	9	191

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										2	1	0	0
	I										9	7	10	2
	A										10	7	10	4
	P										48	23	18	3
READING/ WRITING	B										13	8	6	2
	I										37	18	22	4
	A										19	12	9	2
	P										0	0	1	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6							0
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English	32		5	
Math <u>Algebra</u>	42		9	
Math <u>B</u>	2		2	
Biology				
Chemistry	2		0	
Earth Science	12		3	
Living Environment	26		11	
Physics	1		0	
Global History and Geography	19	2	11	2
US History and Government	46	1	17	1
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

2. The patterns in student's results in the four modalities across the proficiency levels and grades are as follows: the students are scoring higher in listening and speaking than reading and writing on the NYSESLAT. The students are developing their competence in Basic Interpersonal Communication Skills at a rapid pace. 50% of beginning students went to intermediate or advanced levels. 32% of the intermediate level students moved to Advanced or proficient. Using the city and state assessment data, it indicates that their Cognitive Academic Language Proficiency is not yet at par. Based on the NYSESLAT data, reading is the modality in need of the most improvement, followed by writing.

3. This data will affect the instructional decisions that we make. The implication for instruction is that our curriculum has to foster skills in

## Part VI: LAP Assurances

writing, the writing process, differentiation of instruction, using data to drive instruction, ongoing assessment, graphic organizers, small group guided instruction, and peer conferencing.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		