



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : HARRY S TRUMAN HIGH SCHOOL

DBN: 11x455

PRINCIPAL: SANA Q. NASSER

EMAIL: SNASSER@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sana Q. Nasser	*Principal	"Signature on File"
Hassane Laaroussi	*UFT Chapter Leader	"Signature on File"
Ms. M. Dinham	*PA/PTA President or Designated Co-President	"Signature on File"
Diane Anderson	Member/ Student	"Signature on File"
Lee-Anna Sealey-Cavitt	Member/ Student	"Signature on File"
Precious Yeboch	Member/ Student	"Signature on File"
Deborah Milner	Member/ Teacher	"Signature on File"
Ariana Sanquiche	Member/ Parent	"Signature on File"
D. Henry	Member/ Community Representative	"Signature on File"

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

For the 2011 / 2012 school year, support and monitor progress of bottom 1/3 of incoming class, Cohort 2015, by providing Level 1 and Level 2 students with a specific and focused literacy program

Comprehensive needs assessment

1. Priority area for improving student performance based on progress report
2. 8th grade ELA exam results indicate over 87% of incoming freshmen are either level 1 or 2 in ELA
3. We did not meet the graduation AMO for our Hispanic students
4. We did not meet the AYP in ELA for all groups, excluding blacks, in ELA on the 2010 / 2011 State report card

Instructional strategies/activities

1. Identify the bottom 1/3 of the incoming 9th grade.
2. Determine 8th grade ELA and Math scores.
3. Effectuate a Literacy Program that attends to the specific needs of general education, special education and ELL students.
4. Reference the implementation of the Literacy Program in observation reports by Principal and Assistant Principal.
5. Provide teachers with common prep period to work on uniform lesson and curriculum implementation.
6. Tailor classroom instruction to the individual weaknesses of the students.
7. Create 3 literacy labs that allow for individualized instruction in different learning centers.

Strategies to increase parental involvement

1. Use School Messenger™ to contact parents about schoolwide programs and events
2. Promote the Pupil Path online program that provides parents with qualitative and quantitative information about their child: class assignments, attendance, transcripts, anecdotal accounts, etc.
3. Offer parental workshops on use of ARIS and Pupil Path
4. Increase involvement of parents in P.A.
5. Schoolwide mailings of important school information will be sent in both English and Spanish whenever feasible to all parents and guardians

Strategies for attracting Highly-qualified Teachers (HQT)

1. Use BEDS report to identify highly-qualified Teachers
2. Attend job fairs and work with NYCTF and Teach for America to hire highly-qualified teachers in Special Education, ESL and content-specific subjects
3. Publicize highlights of Truman to attract highly-qualified teachers
4. Teachers will continue to receive professional development once a month during Monday Professional Development
5. Teachers identified as not highly qualified will be provided with information both verbally and written about the credentials they lack and programs that can help them to attain them

Service and program coordination

1. Gear Up (CBO) provides during and after school guidance and attendance improvement programs; provides after school tutoring and Regents preparation. Services are provided to all students: General Ed, Special Ed and ELL
2. Sports and Arts in Schools (CBO) provides during and after school guidance and attendance improvement programs; provides after school tutoring and credit recovery classes to all students: General Ed, Special Ed and ELL
3. Morris Heights Health Center provides health services to all students at the Truman Campus
4. Relationship Abuse Prevention Program (RAPP) provides abuse and violence prevention programs at the school

Budget and resources alignment

- Contract for Excellence

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

For the 2011 / 2012 school year, to ensure that all Cohort 2012 at-risk students are receiving intervention services through reduced class instruction and supplemental instruction in areas identified as deficient

Comprehensive needs assessment

1. We did not meet the graduation AMO for our Hispanic students
2. We did not meet the AYP for all groups, excluding blacks, in ELA on the 2010 / 2011 State report card
3. We did not meet the AYP for all groups in Mathematics on the 2010 / 2011 State report card
4. Priority area for improving student performance based on progress report

Instructional strategies/activities

1. Identify guidance counselors to work with at-risk cohort 2012 students.
2. Send notices home to parents in their native language informing them of the need for intervention services and supplemental instruction in the areas identified as deficient.
3. Offer after-school, weekend and vacation opportunities for supplemental instruction, tutoring, credit accumulation and grade boost.
4. Provide professional development activities to select teachers of at-risk cohort 2012 students.
5. Use backwards planning as a strategy for developing enhanced planning practices.
6. Have teachers with a proven track record of Regents success instruct these classes
7. Decrease class size of AIS classes

Strategies to increase parental involvement

1. Use School Messenger™ to contact parents about schoolwide programs and events
2. Promote the Pupil Path online program that provides parents with qualitative and quantitative information about their child: class assignments, attendance, transcripts, anecdotal accounts, etc.
3. Offer parental workshops on use of ARIS and Pupil Path
4. Increase involvement of parents in P.A.
5. Schoolwide mailings of important school information will be sent in both English and Spanish whenever feasible to all parents and guardians

Strategies for attracting Highly-qualified Teachers (HQT)

1. Use BEDS report to identify highly-qualified Teachers
2. Attend job fairs and work with NYCTF and Teach for America to hire highly-qualified teachers in Special Education, ESL and content-specific subjects
3. Publicize highlights of Truman to attract highly-qualified teachers
4. Teachers will continue to receive professional development once a month during Monday Professional Development
5. Teachers identified as not highly qualified will be provided with information both verbally and written about the credentials they lack and programs that

can help them to attain them

Service and program coordination

1. Gear Up (CBO) provides during and after school guidance and attendance improvement programs; provides after school tutoring and Regents preparation. Services are provided to all students: General Ed, Special Ed and ELL
2. Sports and Arts in Schools (CBO) provides during and after school guidance and attendance improvement programs; provides after school tutoring and credit recovery classes to all students: General Ed, Special Ed and ELL
3. Morris Heights Health Center provides health services to all students at the Truman Campus
4. RAPP provides abuse and violence prevention programs at the school

Budget and resources alignment

1. Contract for Excellence
2. Tax Levy

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Achieve overall effective AMO of 175 and reach effective AMO in all sub groups in English for Cohort 2012 by August 2012

Comprehensive needs assessment

1. School Accountability Report
2. 2011 / 2012 School Differentiated Accountability Status report
3. We did not achieve the graduation AMO for our Hispanic students
4. We did not achieve the AYP for all groups, excluding blacks, in ELA on the 2010 / 2011 State report card
5. We did not achieve the AYP for all groups in Mathematics on the 2010 / 2011 State report card
6. Priority area for improving student performance based on progress report

Instructional strategies/activities

1. AIS will be offered to all general education, special education and ELL students who either failed or have not sat for the ELA Regents exam
2. Weekend and after school tutoring and regents preparation will be available to all students
3. Offer after-school, weekend and vacation opportunities for supplemental instruction, credit accumulation, grade boost and regents preparation for general education, special education and ELL students
4. Effectuate a Literacy Program for incoming 9th graders
5. ELL students who also have an IEP will be program for specialized ESL classes
6. Self contained special education students and ELL students will receive similar curriculum to general education students
7. Provide professional development to selected teachers using Understanding by Design method
8. Effectuate expanded Inquiry work to evaluate professional development success, meeting 15 times.
9. Use backwards planning as a strategy for developing enhanced planning practices
10. Provide professional development activities to select teachers of at-risk cohort 2012 students
11. Provide teachers with professional development allowing them to self-assess performance based on the Danielson rubric and additional feedback
12. Principal and Assistant Principals will provide timely feedback to teachers regarding observations

Strategies to increase parental involvement

1. Use School Messenger™ to contact parents about schoolwide programs and events
2. Promote the Pupil Path online program that provides parents with qualitative and quantitative information about their child: class assignments, attendance, transcripts, anecdotal accounts, etc.

3. Offer parental workshops on use of ARIS and Pupil Path
4. Increase involvement of parents in P.A.
5. Schoolwide mailings of important school information will be sent in both English and Spanish whenever feasible to all parents and guardians

Strategies for attracting Highly-qualified Teachers (HQT)

1. Use BEDS report to identify highly-qualified Teachers
2. Attend job fairs and work with NYCTF and Teach for America to hire highly-qualified teachers in Special Education, ESL and content-specific subjects
3. Publicize highlights of Truman to attract highly-qualified teachers
4. Teachers will continue to receive professional development once a month during Monday Professional Development
5. Teachers identified as not highly qualified will be provided with information both verbally and written about the credentials they lack and programs that can help them to attain them

Service and program coordination

1. Gear Up (CBO) provides during and after school guidance and attendance improvement programs; provides after school tutoring and Regents preparation. Services are provided to all students: General Ed, Special Ed and ELL
2. Sports and Arts in Schools (CBO) provides during and after school guidance and attendance improvement programs; provides after school tutoring and credit recovery classes to all students: General Ed, Special Ed and ELL
3. Morris Heights Health Center provides health services to all students at the Truman Campus
4. RAPP provides abuse and violence prevention programs at the school

Budget and resources alignment

- Tax Levy

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Achieve overall effective AMO of 166 and reach effective AMO in all sub groups in Math for Cohort 2012 by August 2012

Comprehensive needs assessment

1. School Accountability Report
2. 2011 / 2012 School Differentiated Accountability Status report
3. We did not achieve the graduation AMO for our Hispanic students
4. We did not achieve the AYP for all groups in Mathematics on the 2010 / 2011 State report card
5. Priority area for improving student performance based on progress report

Instructional strategies/activities

1. AIS services will be offered to all General Education, Special Education and ELL students who either failed or have not sat for the Math Regents exam.
2. Self contained Special Education students and ELL students will receive similar curriculum to General Education students.
3. Weekend and after school tutoring and regents preparation will be available to all students.
4. Identify guidance counselors to work with at-risk cohort 2012 students.
5. Offer after-school, weekend and vacation opportunities for supplemental instruction, credit accumulation, grade boost and regents preparation for General Education, Special Education and ELL students.
6. Provide teachers with common prep period to work on uniform lesson and curriculum implementation.
7. Provide PD to selected teachers using Understanding by Design.
8. Effectuate expanded Inquiry work to evaluate professional development success, meeting 15 times.
9. Use backwards planning as a strategy for developing enhanced planning practices.
10. Provide professional development activities to select teachers of at-risk cohort 2012 students.
11. Provide teachers with PD allowing them to self-assess performance based on the Danielson rubric and additional feedback.
12. Principal and Assistant Principals will provide timely feedback to teachers regarding observations.

Strategies to increase parental involvement

1. Use School Messenger™ to contact parents about schoolwide programs and events
2. Promote the Pupil Path online program that provides parents with qualitative and quantitative information about their child: class assignments, attendance, transcripts, anecdotal accounts, etc.
3. Offer parental workshops on use of ARIS and Pupil Path
4. Increase involvement of parents in P.A.
5. Schoolwide mailings of important school information will be sent in both English and Spanish whenever feasible to all parents and guardians

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Service and program coordination

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2. Sports and Arts in Schools (CBO) provides during and after school guidance and attendance improvement programs; provides after school tutoring and credit recovery classes to all students: General Ed, Special Ed and ELL
3. Morris Heights Health Center provides health services to all students at the Truman Campus
4. RAPP provides abuse and violence prevention programs at the school

Budget and resources alignment

- Tax Levy

ACADEMIC INTERVENTION SERVICES (AIS)

	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				
			N/A	N/A				
			N/A	N/A				
			N/A	N/A				
			N/A	N/A				
9	336	152	78	GL 9 / US 110	742	41	81	742
10		207	97	GL 73 / US 131	458	11	61	458
11	147	102	95	GL 67 / US 48	324	6	25	324
12	78	17	30	GL 19 / US 9	264	3	12	264

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Our students take the ELA Regents as sophomores. The Academic Intervention Services in English are tailored for 11th and 12th graders who have not yet passed the English Language Arts Regents. These are single period courses that run during the school day, Monday through Friday. These E.L.A. courses service English Language Learners, students with I.E.P.'s and general education students in grades 11 - 12. In addition, after school Regents preparation classes are offered by Gear Up for additional support.</p> <p>All incoming freshmen who scored a Level II or below on middle school ELA exams are programmed for a literacy course. This course runs Monday through Friday for one period per day. The course focuses on basic literacy skills and the specific strengths and weaknesses of the students.</p>
Mathematics	<p>Academic intervention services include specialized classes (MG41C and MG41M). Students are grouped by prior grade on Algebra exam as follows: less than 65 or 65-74. These single period courses are run during the school day, Monday through Friday. These Mathematics course service English Language Learners, students with I.E.P.'s and general education students in grades 10 -12. In addition, after school Regents preparation classes are offered by Gear Up for additional support.</p>
Science	<p>SB1S is primarily offered to sophomores, juniors and a handful of seniors that still need to complete their Living Environment regents requirement. This single period course is run during the school day, Monday through Friday. This science course services English Language Learners, students with I.E.P.'s and general education students in grades 10 -12. In addition, after school Regents preparation classes are offered by Gear Up for additional support.</p>
Social Studies	<p>Regents review courses in both US History and Global Studies are run during the school day, Monday through Friday. The courses 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 courses service English Language Learners, students with I.E.P.'s and general education students in grades 10 -12. In addition, after school Regents preparation classes are offered by Gear Up for additional support.</p>
At-risk Services provided by the Guidance Counselor	<p>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 English Language Learners, students with I.E.P.'s and general education students grades 9 - 12.</p>

At-risk Services provided by the School Psychologist	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 English Language Learners, students with I.E.P.'s and general education students grades 9 - 12.
At-risk Services provided by the Social Worker	Individual and family counseling; ERSS referrals; referrals to outside agencies; recommendations for CSE evaluations; assessing emergency situations. The school social workers service English Language Learners, students with I.E.P.'s and general education students grades 9 - 12.
At-risk Health-related Services	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 English Language Learners, Students with I.E.P.'s and general education students grades 9 - 12.

Parent Involvement Policy 2010-2012

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.
- Provide parents with copies of ARIS parent link letters.
- 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 and guardians information about the Pupil Path program which provides them with the following information about their child: transcripts, report cards, anecdotal information, progress toward graduation, classroom assignments, etc.
- Support school-based committees and the School Leadership Team.
- Hold orientation and 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.
- Whenever feasible, distribute notices and voice messages in languages spoken by the parents.
- Make sure that family workers visit the homes of those students who are having persistent 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.

SCHOOL-PARENT COMPACT

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. Be cognizant of students with special needs and will alter lesson delivery to meet their needs as outlined on their Individual Education Plans.
3. Be cognizant of English Language Learners and alter lesson delivery to meet their specific needs.
4. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
5. Provide parents with daily information about their child by using the Pupil Path program

6. Provide parents reasonable access to staff.
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
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. 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. Check Pupil Path program on a daily basis.
2. Listen to messages left via the School Messenger system.
3. Monitoring attendance.
4. Making sure that homework and projects are completed and submitted on time.
5. Monitoring amount of television they watch, video games they play, etc. that can distract them from completing their work and getting ample rest.
6. Participating, as appropriate, in decisions relating to my children's education.
7. Promoting positive use of their child's extracurricular time.
8. 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.
9. Serving, to the extent possible, on the SLT and Parents Association.

Student Responsibilities

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

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11x455 **School Name:** Harry S Truman High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

On December 6 and 7 2011 Truman High School underwent a two day JIT. The findings of the JIT report will not be reported for several months. However, our school findings are based on the 2011 / 2012 School Differentiated Accountability Status report and School Report Card. Both indicate that we did not achieve the AYP for all groups, excluding blacks, in ELA on the 2010 / 2011 State report card. In addition, we did not achieve the AYP for all groups in Mathematics on the 2010 / 2011 State report card. ESL and students with I.E.P's are groups that need particular intervention strategies and they will be one of our key focuses for the school year. Once the JIT report is sent to school, we will use the finding to amend our intervention strategies.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 1. AIS courses will be offered to all general education, special education and ELL students who either failed or have not sat for the ELA Regents exam;
 2. We will offer after-school, weekend and vacation opportunities for supplemental instruction, credit accumulation, grade boost and regents preparation for general education, special education and ELL students;
 3. Created literacy labs and provided appropriate supplemental material and technology, student center based instruction; common planning and meeting time for Literacy teachers
 4. ELL students who also have an IEP will be programmed for specialized ESL classes;
 5. Self contained special education students and ELL students will receive similar curriculum to general education students;
 6. Continue to provide assistant principals and teachers with vital data about the students in their classes: IEP status, Individual Education Plans, ARIS reports, 8th grade exam results, etc, formative and summative assessment results, etc;
 7. Provide teachers with professional development allowing them to self-assess performance based on the Danielson rubric and additional feedback;
 8. Continue to support teacher growth through meaningful post and pre-observations, inter-visitation, professional development, and technology integration;
 9. Continue to work on the removal or improvement of U – rated teachers;

10. All 9th grade Math classes have tutors. Tutors are trained daily by the classroom teacher on teaching strategies. This program is in collaboration with Hunter College;
11. Implemented IMP units in our present Integrated Algebra classes. For example, units implemented included Patterns, Overland Trail (graphing) and with focus on CCSS tasks;
12. Resource Room teachers push in with content classroom teachers (all grades)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Ben Soccadato	District 11	Borough Bronx	School Number 455
School Name Harry S Truman High School			

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

Principal Sana Q. Nasser	Assistant Principal Astrid Jacobo
Coach Lorri Giovinco-Harte	Coach Francine Palmer- Mullings
ESL Teacher Meredith Phelan	Guidance Counselor Judith DeJesus
Teacher/Subject Area Asher Tabak, ESL	Parent Ambrose Ovalles
Teacher/Subject Area Melissa Aviles, Literacy	Parent Coordinator N/A
Related Service Provider Mary Ann Salerno	Other Petra Frantova, Dataspecialist
Network Leader Michael Baker	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	6
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1832	Total Number of ELLs	191	ELLs as share of total student population (%)	10.43%
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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 LABBESIS

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. The RLER report is run in ATS in order to ensure that our attendance sheet for this exam includes all students eligible to test. A ticket is issued to each student on this attendance sheet that gives them a time and date of their one on one speaking exam, administered by an ESL teacher. Tickets also give students the time and date of their listening, reading and writing exam, held on three consecutive days in early May. Students must sign the attendance sheet for each of the 4 parts of the exam. If a student misses a part of the exam, the ESL teachers and assistant principal conduct parental outreach to ensure that the child is there the next day to make up that part. In order to ensure records are kept for ELL students, files are kept in both the Record Room and in the English as a Second Language Office.

2. When parents of ELLs first arrive to the school, they are immediately given a parent orientation session where are given the the Guide for Parent of English Language Learners brochure and 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 with an administrator and BESIS coordinator. Entitlement and placement letters are sent home by an Assistant Principal within ten days of enrollment when a student's LAB-R scores deem them entitled to ESL services. A copy of the letter is sent home in both English and the family's native language and a copy is maintained in the student's file. The BESIS coordinator is responsible for the distribution, collection and maintenance of these documents, with the understanding that a missing program selection form defaults to TBE.

4. Previously identified (incoming ninth graders as well as upperclassmen) ELL students are placed in ESL classes upon their enrollment at the beginning of the year. In order to know what level class to place them in, we consult the RLAT report in ATS. If a student has no prior NYSESLAT history, we look up their LAB-R score and student is placed accordingly. At the beginning of the school year parents/guardians receive one of three letters. Parents of newcomers receive an entitlement and placement letter. Parents of continuing ELLs receive a continuation of services letter and discontinuation of services letters are sent to all students who achieved proficiency on the NYSESLAT the prior spring. Parents are instructed to return a signed copy of the entitlement letter and to contact the assistant principal if he/she would like to change their child's program. A second letter is hand delivered by the student to the parent. All letters are sent home in both English and the family's native language. A copy of the respective letter is kept in the student's file. The assistant principal is responsible for distributing and maintaining files of all letters sent.

5. After reviewing the thirteen Parent Survey and Program Selection forms for the past few years, nine parents selected Freestanding ESL as their program of choice. Records are kept of parents who select a bilingual program. If we reach 20 parents in each grade level who request TBE, parents will be informed of their new option and we will take steps to build a program. Freestanding ESL is the only program offered at Truman High School, at this time.

6. Our ESL program aligns with the requests of the of parents, which is mostly Free Standing ESL. 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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										8	8	8	8	32
Push-In										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	9	9	9	9	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	191	Newcomers (ELLs receiving service 0-3 years)	52	Special Education	80
SIFE	22	ELLs receiving service 4-6 years	60	Long-Term (completed 6 years)	79

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	52	6	15	60	12	25	79	4	40	191
Total	52	6	15	60	12	25	79	4	40	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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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			
	EL	EP	EL	EP																		
Spanish																					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	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

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										87	40	22	17	166
Chinese														0
Russian										1				1
Bengali										2				2
Urdu											1		1	2
Arabic											2	1		3
Haitian														0
French										2	1	2		5
Korean														0

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
Punjabi														0
Polish														0
Albanian										1				1
Other										3	5	2	1	11
TOTAL	0	96	49	27	19	191								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. 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 11th and 12th 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. General education students are served in a 25:1 student to teacher ratio. SWD- ELLs are serviced as per their IEPs in a 15:1 setting with the certified Special Education and Literacy teacher, Melissa Aviles. Each SWD-ELL has an individualized language

A. Programming and Scheduling Information

acquisition plan and Ms. Aviles works closely with the ESL teacher to ensure that instruction is given to ensure that students meet these goals. Within these 15:1 literacy clusters, students are grouped homogeneously as beginning or intermediate ELLs. The ELLs in our Hearing Impaired Unit have a very specific program based on their needs and readiness levels; as such, we have designated Ms. Gretchen Milian, a special education ELA teacher, to work with this population. Ms. Milian will work with the beginning ELLs for three periods each day. She will have a 9th grade, double period block of mixed-proficiency level classroom; we kept the students programmed by grade in order to adhere to the pacing and curriculum of the hearing impaired programming. She will also have one period in which she provides instruction to beginning ELLs only. Intermediate ELLs will be serviced two periods a day in a mixed-proficiency level classroom; and advanced students will be serviced one period a day in ESL and ELA in mixed-proficiency level classrooms as well.

3. ELLs of all levels 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. At Truman High School we recognize the importance of evaluating students in their native language. Content-area teachers are encouraged to translate all exams and quizzes into their students' native languages in order to more accurately assess whether or not the student understands the content. With this end in mind, content-area teachers are encouraged to provide native language supports throughout all class periods so that the student will be more prepared to demonstrate their knowledge in the language of their choice.

5.

a. 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.

b. 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.

c. 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.

d. 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.)

6. We have many instructional strategies in place to ensure that we provide access to academic content to SWD-ELL students, while also accelerating their English language development. For example, in order to prepare the students for the English Regents we read many high interest novels that are appropriate for the students' level. For example, we read *Return to Sender* by Julia Alvarez, *If You Come Softly* by Jacqueline Woodson and *The Bronx Masquerade* by Nikki Grimes. These books are high interest and high density. These are scaffolded for students so that they may reach a high level of literary analysis despite their struggles with reading. In order to help students with their

A. Programming and Scheduling Information

writing, we use strategies like peer and teacher conferencing, sentence starters and essay frames and the My Access writing program. Additionally, READ 180 and System 44 software is used to help push students to read on grade level. Cross-content novels are used at intermediate and advanced levels. For example, *The Glory Field*, by Walter Dean Myers not only is rich in literary elements, but also provides an overview of American History which is particularly valuable for students born outside of the U.S. in preparing them for the US History Regents. Another example of a historical fiction novels read in the intermediate and advanced courses are *Warriors Don't Cry* by Melba Patillo Beals, which highlights the Little Rock Nine during the Civil Rights Movement. ESL teachers are invited to all of their SWD students' IEP meetings so that he or she may be fully aware of all students' individual needs. ESL teachers meet with special education content teachers to ensure that curriculum is aligned and students are receiving content area support in their ESL class. ESL teachers also communicate regularly with related service providers (i.e. speech therapist, social worker, etc.) to ensure that the social/behaviors needs of students are being appropriately addressed and that IEP goals are being met.

7. ESL teachers and special education content teachers are scheduled to meet on a regular basis in order to discuss SWD-ELLs, their

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	students support in these mainstream classes, teachers know their students' IEPs and communicate regularly with self-contained teachers		
75%	regarding what works best for the child's learning. Elective teachers provide scaffolding and differentiation for these students based on		
50%	their IEPs, including ensuring that students receive their testing accommodations as outlined by their IEPs.		
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. 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

B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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.

10. 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. The Earth Science/ESL class was implemented in order to more fully service the ELLs content area needs. This class is for beginning and intermediate ELL students who have not yet passed a science Regents. The class is team taught with a certified ESL teacher and a certified Earth Science teacher. The teachers have a common planning period and content is delivered using ESL strategies.

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

12. ELLs are afforded equal access to all school programs both academic and extracurricular. They are able to select any of the 9th 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. Many of our ELL students take part in the International Club, a club designed to promote effective citizenship through community service.

13. 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

B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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.

10. 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. The Earth Science/ESL class was implemented in order to more fully service the ELLs content area needs. This class is for beginning and intermediate ELL students who have not yet passed a science Regents. The class is team taught with a certified ESL teacher and a certified Earth Science teacher. The teachers have a common planning period and content is delivered using ESL strategies.

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

12. ELLs are afforded equal access to all school programs both academic and extracurricular. They are able to select any of the 9th 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. Many of our ELL students take part in the International Club, a club designed to promote effective citizenship through community service.

13. 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

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

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

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

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.

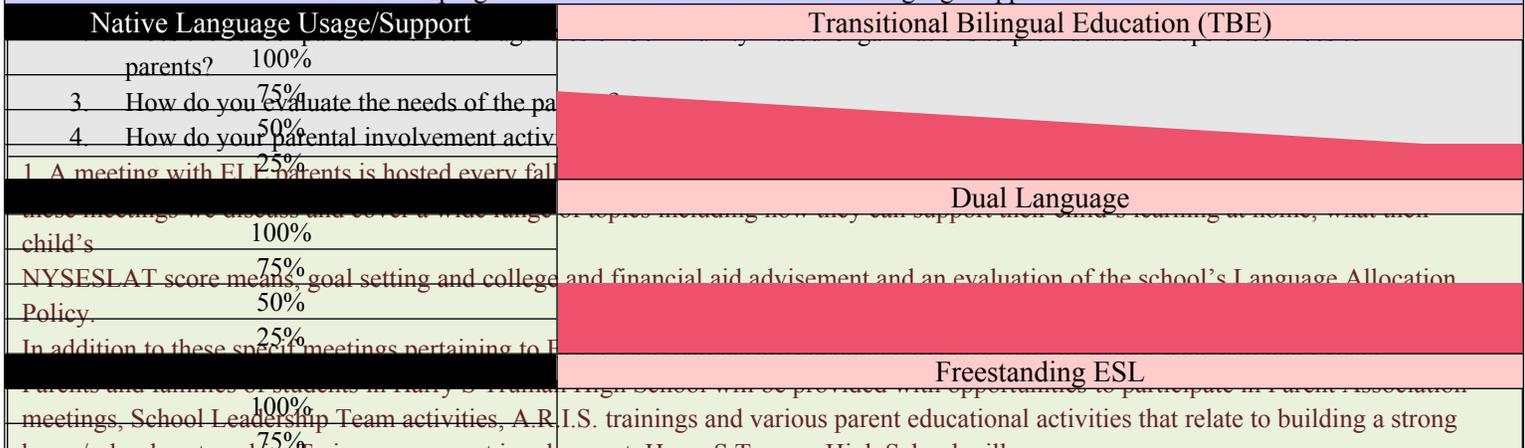
1. All teachers and assistant principals, guidance counselors, secretaries and related services providers will be provided with ongoing staff development, research based strategies to improve teaching and learning for ELLs. Faculty and staff attend in-house training as well as outside conferences to 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 ESL 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.

Native Language Usage and Supports

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



E. Parental Involvement

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3. How do you evaluate the needs of the parents?
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B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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.

10. 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. The Earth Science/ESL class was implemented in order to more fully service the ELLs content area needs. This class is for beginning and intermediate ELL students who have not yet passed a science Regents. The class is team taught with a certified ESL teacher and a certified Earth Science teacher. The teachers have a common planning period and content is delivered using ESL strategies.

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

12. ELLs are afforded equal access to all school programs both academic and extracurricular. They are able to select any of the 9th 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. Many of our ELL students take part in the International Club, a club designed to promote effective citizenship through community service.

13. 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

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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

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. In order to assess early literacy skills of our ELLs, we use the Scholastic Phonics Inventory and the Scholastic Reading Inventory attached to the Read 180 and System 44 programs. The information we gain from these tests is extremely valuable in informing our instructional program for ELLs. Many of our beginning ESL students are preliterate in English. As a result, they are placed on Scholastic's System 44 program, which is designed to increase phonics skills in high school level students. The beginning and intermediate ELLs who are literate in English test into the Read 180 program, designed to meet students at their level and work with them on their specific literacy needs. Lexile level scores indicate that our Intermediate ELLs range from reading at a 1st grade level to reading at an 8th grade reading level. We have grouped students according to these lexile levels and meet their individual needs through whole group and small group instruction and the system software.

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. 45% of beginning students went to intermediate or advanced levels. 28% 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.

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. Since

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

In an effort to recruit highly-effective ESL teachers, we posted an ESL vacancies for highly-qualified, ESL licensed educator. We attended job fairs, sought the assistance of HR withing the DOE, and contacted placement officers at colleges. After offering several positions but not retaining any of the candidates, we created an action plan that involved highly-qualified educators who are seeking certification in ESL. Ms. Melissa Aviles is a 5th year teacher who is licensed in English 7-12, but has recently completed the necessary coursework for teaching students with disabilities, English, 7-12, and is awaiting is initial certification in said area. Ms. Aviles is also seeking certification in Literacy, grades 5-12, and as part of this program, she is completing the necessary coursework to also obtain her extension in ESL. Ms. Aviles has attended several in-house professional development workshops, as well as workshops led by the OELL. Our instructional team, made up of teachers, assistant principals, and guidance counselors, reviewed the transcripts of the students with disabilities and ELLs for the first marking period, as well as their progress in the current marking period. Based on careful review, we find it necessary to re-schedule the programs of all ELLs with full-time IEPs. It is in his/her best interest to have a teacher with a background in literacy, ESL and special education, in order to provide them with a successful academic foundation. Our mission remains that all of our ELL students will graduate in four years with a Regents Diploma, and thus reprogramming will ensure this success.

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 satisfication 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

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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 ESL strategies.

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- 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.

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)										28	4	4	0	36
Intermediate(I)										38	23	11	13	85
Advanced (A)										14	19	11	6	50
Total	0	0	0	0	0	0	0	0	0	80	46	26	19	171

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	2	0	0
	I										10	3	5	5
	A										22	8	5	8
	P										42	33	15	6
READING/ WRITING	B										28	4	4	0
	I										38	25	10	12
	A										11	20	10	6
	P										1	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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	89	0	30	0
Integrated Algebra	121	7	38	1
Geometry	17		7	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	6		1	0
Earth Science	36	2	4	0
Living Environment	50	5	16	2
Physics	1		0	
Global History and Geography	74	2	33	
US History and Government	84	3	16	
Foreign Language	14		14	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. In order to assess early literacy skills of our ELLs, we use the Scholastic Phonics Inventory and the Scholastic Reading Inventory attached to the Read 180 and System 44 programs. The information we gain from these tests is extremely valuable in informing our instructional program for ELLs. Many of our beginning ESL students are preliterate in English. As a result, they are placed on Scholastic's System 44 program, which is designed to increase phonics skills in high school level students. The beginning and intermediate ELLs who are literate in English test into the Read 180 program, designed to meet students at their level and work with them on their specific literacy needs. Lexile level scores indicate that our Intermediate ELLs range from reading at a 1st grade level to reading at an 8th grade reading level. We have grouped students according to these lexile levels and meet their individual needs through whole group and small group instruction and the system software.

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. 45% of beginning students went to intermediate or advanced levels. 28% 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.

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. Since

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

In an effort to recruit highly-effective ESL teachers, we posted an ESL vacancies for highly-qualified, ESL licensed educator. We attended job fairs, sought the assistance of HR withing the DOE, and contacted placement officers at colleges. After offering several positions but not retaining any of the candidates, we created an action plan that involved highly-qualified educators who are seeking certification in ESL. Ms. Melissa Aviles is a 5th year teacher who is licensed in English 7-12, but has recently completed the necessary coursework for teaching students with disabilities, English, 7-12, and is awaiting is initial certification in said area. Ms. Aviles is also seeking certification in Literacy, grades 5-12, and as part of this program, she is completing the necessary coursework to also obtain her extension in ESL. Ms. Aviles has attended several in-house professional development workshops, as well as workshops led by the OELL. Our instructional team, made up of teachers, assistant principals, and guidance counselors, reviewed the transcripts of the students with disabilities and ELLs for the first marking period, as well as their progress in the current marking period. Based on careful review, we find it necessary to re-schedule the programs of all ELLs with full-time IEPs. It is in his/her best interest to have a teacher with a background in literacy, ESL and special education, in order to provide them with a successful academic foundation. Our mission remains that all of our ELL students will graduate in four years with a Regents Diploma, and thus reprogramming will ensure this success.

Part VI: LAP Assurances

School Name:**Harry S Truman High School****School DBN: 11x455**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		9/23/11
	Assistant Principal		9/23/11
	Parent Coordinator		9/23/11
	ESL Teacher		9/23/11
	Parent		9/23/11
	Teacher/Subject Area		9/23/11
	Teacher/Subject Area		9/23/11
	Coach		9/23/11
	Coach		9/23/11
	Guidance Counselor		9/23/11
	Network Leader		9/23/11
	Other		9/23/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x455 **School Name:** Harry S Truman High School

Cluster: 5 **Network:** 532

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

Part A: Needs Assessment Findings

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

Nearly 39% of our student population is of Hispanic background. We also have students from Jamaica, Ghana, Guyana, Pakistan, and Bangladesh. About 5% of our student body immigrated over the last several years. We currently serve about 191 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. The findings were shared with the school community via memo, e-mail and during a meeting with the Language Allocation Policy committee. In addition, the faculty and staff was informed of their responsibilities under Chancellor's Regulation A-663, which establishes the procedures of ensuring that Limited English Speaking parents the opportunities to participate in and have access to all programs and services that would benefit their child's education.

Part B: Strategies and Activities

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

An outside vendor provides written and oral translation services for Truman High School. The turn around time for most memos and letters is 48 hours .

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 and meetings
- 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Harry S Truman High School	DBN: 11X455
Cluster Leader: Debra Maldonado	Network Leader: Ben Soccodato
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other: Reduced class model
Total # of ELLs to be served: 187 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 8

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Many ELL students attending Harry S Truman High School are deficient in literacy skills, behind in credit accumulation, and have not passed New York State Regents Examinations. This makes it difficult for them to meet graduation requirements with their cohort in four years. Students identified as at-risk in the fall of each school year will be offered intervention services to support learning.

Implementation includes:

1. Providing our ELL students with a targeted instructional program with reduced class size (class size of 13)
2. Purchase of supplemental materials including: Longman Social Studies textbooks and workbooks, workbooks for Read 180 Program, Professional Development/technical packet, My Access license.
3. Implementation of an after-school supplemental instructional program. Four core subject area tutoring classes will be offered in English while utilizing ELL teaching strategies and techniques. An ELL certified teacher will be circulating into classrooms during instruction to ensure appropriate ELL approaches are implemented. The purpose of our ELL after school program is to implement a strong system to increase graduation rates and state Regents passing rates through tutorial services. Students designated LEP/ESL and transitional students will attend an afterschool supplemental program; former ELL who are in jeopardy of not graduating with their cohort are also encouraged to participate. Beginning after the second marking period 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 teacher and content area teachers (ELA, Science, Math and/or Social Studies). We will purchase the program My Access and Regents preparation materials for the ELL students. Afterschool tutoring will take place February through May from 3:00-4:30 Monday through Thursday.
4. Implementation of our Saturday Academy will allow us further opportunities to help at risk ELLs improve performance in the four core areas, and on state examinations. The Saturday Academy will run on 5/5/12, 5/12/12, 5/19/12, 6/9/12, and 6/16/12. The hours of the Academy will be from 10:00-1:00. During the Saturday Academy 4 content area teachers in Math, ELA, Science and Social Studies will work with ELL students on preparing for the June Regents. A certified ESL teacher will rotate through these classes to support the content area teachers in strategies and methods for the ELL students and to push in whenever necessary.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here:

The professional development will help support English Language Learners (ELLs) by providing additional strategies and training to content area teachers that will be used to support and scaffold learning for ELL students within the content areas. Mr. Lewis Quan from the CFN 532 team will provide these professional development sessions. Two sessions will take place on January 30th 2012. During these sessions teachers in the four content areas will be trained in techniques for modifying their lessons to meet the needs of ELL students. During the months of February through June content area teachers will receive training that will focus on planning differentiated instruction to support all learners and setting academic goals for ELL students based on data. All sessions will be hands on strategies that can be applied and implemented immediately in their classroom. Mr. Quan will be providing monthly PDs for teachers during which strategies for ELL students in the content areas will be explored. The topics may include: Second Language Acquisition, Getting to know the Learner, BICS and CALP in the Classroom, Classroom Practices for English Learners, Standards-Based Instruction, and Assessment for ELLs, Scaffolding, Strategies for Reading Across the Curriculum for ELLs, Reading Process, Active Reading Strategies, Strategies for Writing Across the Curriculum for ELLs, Strategies for Beginning, Intermediate and Advanced Writers, Content Reading and Writing: Post-reading Strategies for Organizing and Remembering, Strategies That Foster Thinking Before, During, and After Reading, Using Technology to Enhance Learning.

Part D: Parental Engagement Activities

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

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

Begin description here:

The Assistant Principal, Astrid Jacobo, will facilitate the ELL Institute for Parents on Saturday, March 10, 2012 from 10:00 AM - 1:00 PM. Parents of ELL students will receive a formal invitation by mailed letter inviting them to participate.

Implementation of an ELL Institute for Parents/Parents' Role in Helping Your Child to Succeed
Proposed Agenda

*How can we help our children at home?

*Proposed readings to increase overall literacy

*Reading with your child/Book Club

*Monitoring homework and assignments

*Regular communication with school personnel: teachers and guidance counselors.

*Refreshments will be served and each participant will receive a Metrocard at the end of the presentation

Part E: Budget

Part E: Budget

	<p>\$158</p>	<p>5/19/12, 6/9/12 and 6/16/12.</p> <p>ELL Institute for Parents</p> <p>1 Saturday</p> <p>1 Supervisor for 3 hours @ \$52.39 per hour = \$158</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>—</p>	

Part E: Budget

<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$ 3,086	<p>Code 45</p> <p>My Access License \$300.00</p> <p>Longman SS Text \$65.13 x 20 = \$1,302.60</p> <p>Longmans SS Wkbk \$18.20 x 20= \$364.00</p> <p>Read 180 \$36.50 x 20 = \$730</p> <p>Prof. Dev./Technical Packet \$12.95 x 30 = \$388.50</p>
Educational Software (Object Code 199)		
Travel	\$ 1,350	Code 46
	\$ 135	60 metro cards for Saturday program for 5 Saturdays @\$4.50 each
		30 metro cards for ELL Institute for Parents for 1 Saturday @ \$4.50 each
Other	\$ 47	Code 45
		Refreshments for ELL Institute for Parents
TOTAL	\$23,148	