



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HARRY S TRUMAN HIGH SCHOOL

DBN (11x455):

PRINCIPAL: SANA Q. NASSER

EMAIL: SNASSER@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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 or Designee	"Signature on file"
Michael Hayes	*UFT Chapter Leader or Designee	"Signature on file"
Ms. Arina Sanuiche	*PA/PTA President or Designated Co-President	"Signature on file"
Ms. Carlene Johnson	*PA/PTA President or Designated Co-President	"Signature on file"
Katrina Ricci	DC 37 Representative, if applicable	"Signature on file"
Elise Clarke	Student Representatives	"Signature on file"
Precious Yeboah	Student Representatives	"Signature on file"
Libera Pozzuto	Designee - Assistant Principal	"Signature on file"
Ms. D. Henry	Community Representative	"Signature on file"
Ms. Sherri Yancy	PA Recording Secretary	"Signature on file"
Ms. Luz Bennett	PA Treasurer	"Signature on file"
Ms. Diane Blyden	Parent	"Signature on file"
Ms. Sharon Clarke	Parent	"Signature on file"
Ms. Deborah Milner	Teacher	"Signature on file"
Ms. Evelyn Doyle	Teacher (alt)	"Signature on file"

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By February 2013, 100% of all teachers will have participated in two targeted PD sessions in order to develop 2 units of study in the main areas aligned to the N.Y.S. Common Core Learning Standards and which will allow by June 2013 for 75% of all regularly attending students to engage in and show proficiency in a minimum of 8 units of study aligned to the NYS Common Core Standards in each of the 4 core areas.

Comprehensive needs assessment:

Needs assessments were based on:

- Priority area for improving student performance based on NYC Progress Report and NYS Report Card
- Improving graduation rates
- Improving teacher quality and effectiveness
- Improving attendance rates
- Closing achievement gap
- Improving student performance in order to meet the rising effective AMO

Instructional strategies/activities

- 100% of teachers will be required to engage in professional development in creating unit plans including lesson plans with specific tasks and formative assessments aligned to the NYS Common Core Learning Standards.
- During the summer of 2012, professional development on utilizing various instructional resources, i.e., sample pacing guides, sample unit plans, sample tasks and sample formative assessments was deconstructed in order to develop a full unit of study (including lesson plans) for the first three units in each core area standards aligning to need to tasks, lesson plans, assessments, need to be determined.
- In September and October, 2012, teachers engaged in looking at student work protocol in order to assess student proficiency on the tasks developed during the summer. Revisions on the full unit of study, including lesson plans, tasks, assessments, and rubrics were made based on the findings from the student work. These findings were then incorporated into the teacher practice in the development of the next 2 Units of Study.
- During the months of November through January, teachers will engage in looking at student work protocols to measure proficiency on the tasks aligned to the targeted units of study around CCLS. These formative assessments, along with a feedback from a minimum of 2 observations focused upon the designed units of study, will be deconstructed to identify areas for teacher development and refinement. The feedback will be used to direct the work of the creation of subsequent units.
- Monthly professional development will be provided to all core area and special education teachers ensuring that proper lesson plans in accordance with the 2 of units of study that are aligned with Common Core and NYS Regents standards are executed daily.
- Principal and assistant principals will observe classes and reference alignment to Common Core and NYS Regents standards in observation reports.

Strategies to increase parental involvement

All parents will continue to be informed of all school goals and mandate via:

- Participation in School Leadership Team will be encouraged

- Participation in Parent Association will be encouraged
- We will continued to use the School Messenger System to increase parental outreach
- We will continue to disseminate all vital information via school wide mailings and giving to students to bring home. This information is provided in both English and Spanish when possible
- All vital information will be posted on the school website <http://www.bxtrumanhighschool.com>
- All vital information is also posted on the Message Board of our Pupil Path Program that all parents have access to
- We will continue to make use of the Translation Services so that all vital documents are provided in the native languages of the parents / guardians

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- A total of 200 hours of per-session funds will be set aside for a minimum of two teachers per discipline to work after school and on weekends to complete the alignment
- A total of twenty days of per-diem substitute funds will be set aside for coverages so that teachers can attend Common Core and related workshops both in and outside of the building
- Funds will be allocated for the 2012 / 2013 school year to continue the School Messenger phone system and Pupil Path program, both of which allow communication between the school staff and parents
- Funds will continue to be allocated for the 2012 / 2013 school year for all staff members to make use of written translation services

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 30th 100% of teachers will have at minimum 2 observation reports using the Danielson rubric.

Comprehensive needs assessment

Needs assessments were based on:

- Priority area for improving student performance based on NYC Progress Report and NYS Report Card
- Improving graduation rates
- Improving teacher quality and effectiveness
- Improving attendance rates
- Closing achievement gap
- Improving student performance in order to meet the rising effective AMO

Instructional strategies/activities

- Create assessment tool for observation to mimic Danielson rubric
- Assistant Principals and Principal will conduct traditional and short/frequent observations to evaluate inclusion and effectiveness of essential components
- Professional Development on the Japanese Lesson Study model
- Ms. Chin (specialist in Japanese Lesson Study) will provide professional development on Japanese Lesson study
- Teachers will write a minimum of 5 lesson plans using the Japanese Lesson Study model and implement each lesson
- Each Assistant Principal will observe teachers an additional 3 times, more than minimal guidelines
- Instruction will be organized into 4 cycles giving students the opportunity to become more proficient in meeting benchmarks through on-going assessment and remediation

Strategies to increase parental involvement

All parents will continue to be informed of all school goals and mandate via:

- Participation in School Leadership Team will be encouraged
- Participation in Parent Association will be encouraged
- We will continued to use the School Messenger System to increase parental outreach
- We will continue to disseminate all vital information via school wide mailings and giving to students to bring home. This information is provided in both English and Spanish when possible
- All vital information will be posted on the school website <http://www.bxtrumanhighschool.com>
- All vital information is also posted on the Message Board of our Pupil Path Program that all parents have access to
- We will continue to make use of the Translation Services so that all vital documents are provided in the native languages of the parents / guardians

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Funds will be provided to pay for two visits of three hours a piece during the 2012 / 2013 school year for Mr. Chin to train assistant principals and teachers on the Japanese lesson plan model
- Funds will be allocated for the 2012 / 2013 school year to continue the School Messenger phone system and Pupil Path program, both of which allow communication between the school staff and parents
- Funds will continue to be allocated for the 2012 / 2013 school year for all staff members to make use of written translation services

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- 75% of active students in Cohorts 2014 and 2015 will participate in college and career programs and/or activities by June 2013

Comprehensive needs assessment Needs assessments were based on:

- Priority area for improving student performance based on progress report and state report card
- Improving graduation rates
- Improving teacher quality and effectiveness
- Improving attendance rates
- Closing achievement gap
- Improving student performance in order to meet the rising effective AMO

Instructional strategies/activities

- Students will be enrolled in an academy pathway to enhance career readiness
- Guidance Counselors will provide students in their caseload with information on colleges, applications/financial aid
- Introduction and implementation of Mercy College 2 + 2 program
- Introduction and implementation of Queensborough College courses through the Career Pathways program
- Introduction and implementation of the Monroe College Jumpstart Program
- Introduction and implementation of the College Now Program through Bronx Community College
- Introduction and implementation of Law Programs through St. Johns
- Guidance Counselors provide support and encouragement for students to take AP classes and more rigorous classes
- Students and parents will be encouraged to visit colleges to make more informed decisions
- Students and parents will be encouraged to attend the Harry S Truman High School College Fair
- Truman will apply to have additional courses approved as part of CCPC (College and Career Preparatory Course). Courses under this category are considered college level courses.

Strategies to increase parental involvement

All parents will continue to be informed of all school goals and mandate via:

- Participation in School Leadership Team will be encouraged
- Participation in Parent Association will be encouraged
- We will continue to use the School Messenger System to increase parental outreach
- We will continue to disseminate all vital information via school wide mailings and giving to students to bring home. This information is provided in both English and Spanish when possible
- All vital information will be posted on the school website <http://www.bxtrumanhighschool.com>

- All vital information is also posted on the Message Board of our Pupil Path Program that all parents have access to
- We will continue to make use of the Translation Services so that all vital documents are provided in the native languages of the parents / guardians

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Depending on budget, funds will be utilized to cover 50% of the enrollment costs for all students registering for Mercy, Queensborough and St. John's College courses held at Truman
- Depending on budget, funds will be utilized to cover 100% of the costs associated with students registering for the Advanced Placement exam
- Funds will continue to be allocated for the 2012 / 2013 school year for all staff members to make use of written translation services
- Funds will be allocated for the 2012 / 2013 school year to continue the School Messenger phone system and Pupil Path program, both of which allow communication between the school staff and parents

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2013, Truman High School will have a modified curriculum in Algebra and Geometry to utilize in fall 2013.

Comprehensive needs assessment

Needs assessments were based on:

- Priority area for improving student performance based on progress report and state report card
- Improving graduation rates
- Improving teacher quality and effectiveness
- Improving attendance rates
- Closing achievement gap
- Improving student performance in order to meet the rising effective AMO

Instructional strategies/activities

- Subject specific staff will work with the Assistant Principal to re-align curricula in ELA, Algebra and Geometry September 2012-June 2013
- Ms. DeSimone, CEI-PEA specialist, will provide PD to assist with writing

Strategies to increase parental involvement

All parents will continue to be informed of all school goals and mandate via:

- Participation in School Leadership Team will be encouraged
- Participation in Parent Association will be encouraged
- We will continue to use the School Messenger System to increase parental outreach
- We will continue to disseminate all vital information via school wide mailings and giving to students to bring home. This information is provided in both English and Spanish when possible
- All vital information will be posted on the school website <http://www.bxtrumanhighschool.com>
- All vital information is also posted on the Message Board of our Pupil Path Program that all parents have access to
- We will continue to make use of the Translation Services so that all vital documents are provided in the native languages of the parents / guardians

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- A total of 200 hours of per-session will be made available to pay for CEA-PEA Professional Development specialist to assist with creation of curriculums
- A total of 200 hours of per-session funds will be set aside for 5 math teachers to work after school and on weekends to complete the modified Algebra and Geometry curriculums
- Funds will be allocated for the 2012 / 2013 school year to continue the School Messenger phone system and Pupil Path program, both of which allow communication between the school staff and parents
- Funds will continue to be allocated for the 2012 / 2013 school year for all staff members to make use of written translation services

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	The Academic Intervention Services in English are tailored for 11 th and 12 th graders who have not yet passed the English Language Arts Regents.	Teachers use the Kaplan New York State Regents preparation/review program along with other programs to prepare students for the January/June English Regents examination. This E.L.A. course services ELL, Special Education and General Education students in grades 9 - 12.	This is a single period course that runs during the school day, Monday through Friday.
	ELA Regents tutoring for Title II students	Small Group	This Title III tutoring is available on Saturday mornings from 10 a.m. to 1 p.m.
	ELA Regents tutoring for General Ed, Special Ed and ESL students	Small Group	This tutoring is available after school, some Saturdays and during the holiday breaks
Mathematics	Students review topics in algebra, geometry, trigonometry, probability and statistics so they will pass the Regents exam in June 2013. This Mathematics course services ELL, Special	This is a single period course that runs during the school day, Monday through Friday, as a credited Mathematics course.	These courses are run during the school day, Monday through Friday.

	<p>Education and General Education students in grades 9 - 12.</p> <p>Algebra Regents tutoring for Title II students</p> <p>Algebra Regents tutoring for General Ed, Special Ed and ESL students</p>	<p>Small Group</p> <p>Small Group</p>	<p>This Title III tutoring is available on Saturday mornings from 10 a.m. to 1 p.m.</p> <p>This tutoring is available after school, some Saturdays and during the holiday breaks</p>
Science	<p>This is an accelerated one term class that prepares students for the Living Environment Regents. It is primarily offered to sophomores, juniors and a handful of seniors that still need to complete their science regents requirement. This science course services ELL, Special Education and General Education students in grades 9 - 12.</p> <p>Algebra Regents Tutoring for Title II students</p> <p>Algebra Regents tutoring for</p>	<p>This is a single period course that runs during the school day, Monday through Friday.</p> <p>Small Group</p> <p>Small Group</p>	<p>These courses are run during the school day, Monday through Friday.</p> <p>This Title III tutoring is available on Saturday mornings from 10 a.m. to 1 p.m.</p> <p>This tutoring is available after</p>

	General Ed, Special Ed and ESL students		school, some Saturdays and during the holiday breaks
Social Studies	Teachers use the Kaplan New York State Regents preparation/review program among other programs to prepare students for the January/June Global History & Geography Regents examination. The course concentrates on the art of answering multiple choice questions; how to interpret document based questions; and how to answer Document Based Questions/Thematic Questions in proper essay format according to the New York State Social Studies rubric.	Full class instruction	These are single period classes that run Monday through Friday. Both Social Studies courses service ELL, Special Education and General Education students in grades 9 - 12.
	Teachers use the Kaplan New York State Regents preparation/review program among other programs to prepare students for the January/June United States History Regents examination. This course concentrates on the art of answering multiple choice questions; how to interpret document based questions; and how to answer Document Based Questions/Thematic Questions in proper essay format according to the New	Full class instruction	These are single period classes that run Monday through Friday. Both Social Studies courses service ELL, Special Education and General Education students in grades 9 - 12.

	York State Social Studies rubric.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<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 ELL, Special Education and General Education students in grades 9 - 12.</p> <p>Psychologists are called in to assess emergency situations, suicidal ideations, depressions; consultations on specific students; consultations with teachers, counselors and other service providers. The school psychologist services ELL, Special Education and General Education students in grades 9 - 12.</p> <p>Individual and family counseling; ERSS referrals; referrals to outside agencies; recommendations for CSE evaluations; assessing</p>	Small group, one-to-one, and tutoring, are all the methods of instruction	The school At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) are provided to ELL, Special Education and General Education students in grades 9 - 12.

	<p>emergency situations.</p> <p>Provide HIV/Aids lessons, Relationship Abuse Prevention Program (RAPP); SPARK presentations; referrals to Bronx Lebanon Family Clinic Plus, immunization status checked throughout the year by Health Office. The health related services are for ELL, Special Education and General Education students in grades 9 - 12.</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Truman High School uses many different strategies to recruit and retain teachers:

- We utilize the BEDS report to identify highly-qualified Teachers
- We attend job fairs and work with New York City Teaching Fellows and Teach for America to hire highly-qualified teachers in Special Education, ESL and content-specific subjects
- We recruit educators from several different teacher programs at major colleges and universities
- We publicize the highlights of Truman to attract highly-qualified teachers
- We ensure that our teachers receive professional development once a month during our 80 minutes after school sessions
- We ensure that our teachers receive professional development several times a year during the Chancellor Conference Days
- We ensure that our teachers who are identified as not highly qualified are provided with information both verbally and written about the credentials they lack and programs that can help them to attain them

Retention of highly qualified teachers is one of our primary goals. In order to retain our teacher, we make certain that all of them are highly trained. We provide them with technology, supplies, and teacher support to make certain they can be successful in the classroom. All classrooms are equipped with computers and mounted Smart Boards.

Our teachers undergo intensive staff development throughout the school year:

- We conduct monthly 80 minutes long workshops once a month after school
- We offer workshops on best practices throughout the day that all teachers can attend
- We also make strong use of the Chancellor Conference dates by offering rigorous school-based professional development and by sending teachers to conferences and workshops outside of the building and after school.

PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

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

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

TRUMAN IS NOT A TITLE I SCHOOL AND IS NOT REQUIRED TO SUBMIT THIS SECTION

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
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 progress and their academic needs. Beginning and Intermediate SWD-ELLs take part in the Read 180 curriculum, in which students are able to work in small groups and work with the teacher in a 10-1 ratio on reading and writing strategies across the content areas. Students are mainstreamed for a number of elective courses including, law, culinary, art and physical education. Unless a student's IEP indicates that they must be in an adapted physical education course, they are placed in a mainstream physical education class. In order to provide students support in these mainstream classes, teachers know their students' IEPs and communicate regularly with self-contained teachers regarding what works best for the child's learning. Elective teachers provide scaffolding and differentiation for these students based on their IEPs, including ensuring that students receive their testing accommodations as outlined by their IEPs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

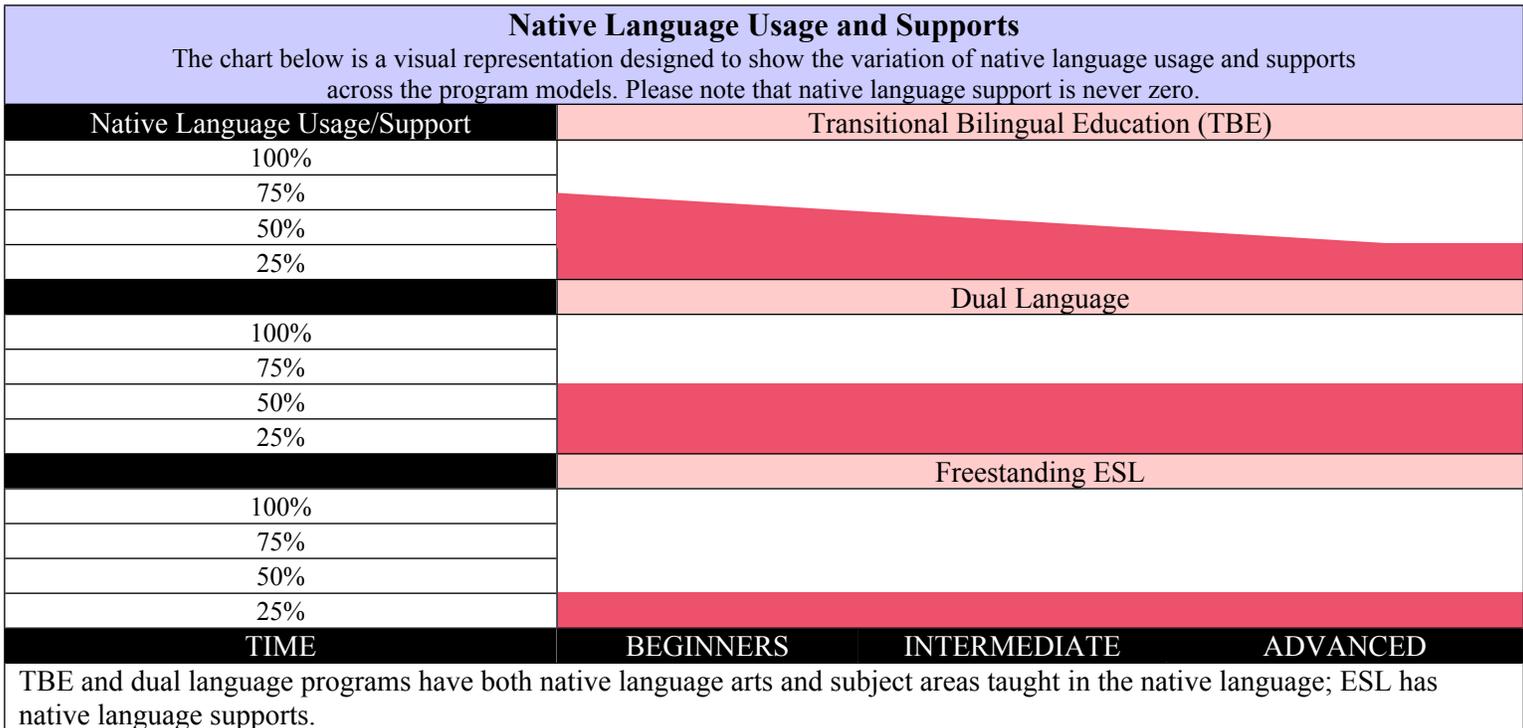
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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 lab where they have the opportunity to do self-tutoring to enhance their abilities in listening, speaking, reading and writing in English, as well as gain valuable computer literacy skills. The lab is also used by ESL teachers to conduct different types of student-centered activities to support different learning styles. The My Access writing program provides students with immediate and detailed feedback about their writing, including support in their native language. Read 180 and System 44 are software programs implemented at the beginning and intermediate levels in order to provide students extra reading support, focused on vocabulary acquisition. The instructional materials for NLA include Sendas Literarias 1, 2, Abriendo Puertas Tomo 1, 2 and Momentos Literarios, all of which support the NYS standards for Native Language Arts.

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

15. The ESL curriculum is differentiated to support students' needs by age and grade level. The classroom libraries reflect lexile level as determined by the Scholastic Reading Inventory and or the Scholastic Phonics Inventory. Materials are age appropriate in content, and a multitude of genres.

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

17. Language electives offered to ELLs include Spanish, Native Language Arts and AP Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

E. Parental Involvement

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

1. A meeting with ELL parents is hosted every fall and spring by the assistant principal of foreign language and the ESL teachers. During these meetings we discuss and cover a wide range of topics including how they can support their child's learning at home, what their child's

NYSESLAT score means, goal setting and college and financial aid advisement and an evaluation of the school's Language Allocation Policy.

In addition to these specific meetings pertaining to ELLs, ELL parents are encouraged to participate in school wide parental events.

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

- Utilize the Parent Association to facilitate the exchange of information between school and home and encourage support of parent involvement efforts.

- Offer parent training workshops at the school related to: ARIS, a computer link parents utilize to access a variety of information of their child, including grades and attendance.

- Provide parents with copies of ARIS parent link letters

- Mail progress reports to homes of all students' parents prior to the distribution of report cards.

- Provide Supplementary Educational Services workshop that will identify all the supplementary services available to students and their families.

- Support school-based committees, the School Leadership Team and Title 1 Advisory Council.

- Hold orientation meetings for all new students and their families,

- Publicize and encourage attendance at parent/teacher conferences.

- Provide interpreters for parents during parent/teacher conferences.

- Encourage on-line communication between parents and teachers.

- Distribute notices in languages spoken by the parents.

- Make available a Parent Coordinator to assist families and recruit parent volunteers. Parent Coordinator trains parents to volunteer as Learning Leaders.

- Make sure that family workers visit the homes of those students who are having attendance issues.

- Provide automated phone calls to all homes alerting families to upcoming events.

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and

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

School Responsibilities

Harry S Truman High School will:

A. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children

to meet the State's student academic achievement standards.

B. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- C. Provide parents with frequent reports (4 times a year) on their children’s progress.
- D. Provide parents reasonable access to staff.
- E. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
- F. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- G. Hold an annual meeting to inform parents of the school’s participation in Title I, ARRA programs, and to explain the Title I, ARRA requirements, and the right of parents to be involved in Title I, ARRA programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, ARRA programs (participating students), and will encourage them to attend.
- H. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- I. Provide to parents of participating children information in a timely manner about Title I, ARRA programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- J. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
2. The school partners with Bronx Community College and Gear Up program to give workshops to parents.
3. During our fall and spring parent orientation meetings, we provide a survey for the parents in their native language. This asks parents what kinds of parent classes they might be interested in taking and how we can better support them.
4. Our parental involvement activities address the needs of the parents as indicated by their parent surveys. For example, last year many parents have expressed a desire to learn computer skills. We purchased basic computer books in parents' native languages for our parents who attended the parent workshop.

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 /SPEAKIN	B										4	2	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	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
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. 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 we follow the Free Standing ESL model ELL students do not take the ELE exam. The NLA teachers use their own assessment to evaluate students progress on the four modalities speaking, reading, writing and listening.

6. We evaluate the success of the ESL program by the number of students who graduate within 4 years, passing all of their content-area Regents. Additionally, we look for the students to increase their NYSESLAT score by 43 points each year. Teachers also evaluate

progress of students on a daily basis through reading aloud, reading comprehension and essays that demonstrate growth in their writing. If our school meets the AYP for each category for ELLs, we know we are successful.

Additional Information

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

Paste additional information here

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.

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

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.

According to data, we are proficient in AMAO 2, but we are making progress in AMAO 1; also, 62% of ELLs must pass one or more Regents exam. 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 (no more than 27). The ESL Academy is a group of content area teachers who work exclusively with the ELLs. These teachers, Renee Altman (Algebra), Alex Raike (Living Environment), and Venus Hernandez (US History) are all content-area licensed teachers; their mentor, Melissa Aviles, is a licensed ELA teacher who advises the ESL teachers on how to teach ELA Regents preparatory lessons to ELLs (In kind).

2. 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 12/8/12, 1/12/13, 1/19/13, 5/4/13, 5/11/13, 5/18/13, 6/1/13, 6/13/13. The hours of the Academy will be from 9:30-12:30. During the Saturday Academy content area teachers in Math, ELA, Science and Social Studies will work with ELL students on preparing for the January and June Regents. The principal, Sana Q. Nasser, will supervise the Saturday programs, and a guidance counselor, Katharine Cosci, will be present to work with students on college preparation and transcript analysis. The content area teachers who will provide the students with content-area support are: Jordana Bell (Global), Michael Stevens (US History), Jessica Weintraub (English), Renee Altman (Algebra), and Mirelle Eid (Science).

3. Implementation of our After School Tutoring Academy will also allow us to support at-risk ELLs improve their performance in the core areas. Starting in January until the second week of June, ELLs will be offered academic support in humanities and math and science once a week. The social studies teacher (Venus Hernandez) and the ELA teacher (Melissa Aviles) will offer tutoring every Tuesday, and the math teacher (Renee Altman) and the science teacher (Mirelle Eid) will offer tutoring every Thursday from 3:00 - 5:00 pm. The after school program will be supervised by the principal, Sana Q. Nasser (In Kind).

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

Part C: Professional Development

- name of provider

Begin description here: In order to ensure that the ESL academy teachers and the ESL teachers, Nancy Farley and Jacob Sugar, both of whom are first-year teachers, receive adequate support as teachers of ELLs, Principal Sana Q. Nasser has hired (In kind) Dr. Roser Salavert, a Staff Developer who specializes in ESL and Inquiry Team, from Fordham University's Graduate School of Education. Dr. Salavert will meet with the ESL teachers, ESL academy teachers, and the teachers' mentor, Melissa Aviles (ELA and Literacy) on the following dates: 10/15; 11/5; 12/3; 1/7; 2/25; 3/25; 4/22; 5/20; and 6/10 from 3:00 - 5:00 pm. The following topics have been covered thus far, respective to the aforementioned dates: Analyzing AMAO information and choosing a target population of ELLs on whom to focus; looking at student work and finding implications for future instruction; and review of student work after choosing specific strategies on which to focus. Subsequent professional development sessions include: choosing new strategies on which to focus, analyzing student work, and how to teach functional/tier two vocabulary. Dr. Roser Salavert also trains the mentor, Melissa Aviles, so that she can support the teachers on a daily basis by modeling exemplary lessons and meeting with the teachers to plan lessons, units, and assessments.

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: In order to create a stronger community among the ELLs and their parents, Truman High School will offer parent workshops. The first workshop, which will take place on February 9th, will show case a small group of students' writing via oral presentations and offer parents a multicultural experience, with traditional dishes that are representative of each child's country. At this session, parents will have the opportunity to discuss topics of concern and interest to the principal, Sana Nasser, guidance counselor, Kate Cosci, and teacher, Melissa Aviles. The subsequent workshops will be on: April 20th, May 11th, and June 8th. The topics of the meetings will be: Informational College and Financial Aid session; Transcript analysis and high school graduation plans; and the final workshop will be a celebration of the students' culminating projects from their ESL classes that will reflect language proficiency, creativity, and academic strength. All workshops will be held from 10:00 am - 12:00 pm at Harry S Truman High School and will be supervised by Principal Sana Q. Nasser.

Parents will receive notification via mail, Pupil Path (personal email assigned to our parents), and follow-

Part D: Parental Engagement Activities

up phone calls (phone master). Light refreshments will be served and metro cards will be offered for transportation.

Part E: Budget

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

Allocation Amount: \$19784

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$1471	Principal will supervise Saturday ESL Academy on 1/12, 19, 5/4, 11, 18 and 6/1,13. 7 sessions x 4 hrs. x 52.52=\$1471
	\$6,023	Saturday ESL Academy Teachers 5 teachers x 3 hrs. x 8 sessions x 50.19=\$6023.
	\$7,228	After school ESL Academy tutoring 4 teachers x 2 hrs. x 18 sessions x 50.19 = \$7228.00
	\$421.00	ELL Saturday Institute for parents on 2/9, 4/20, 5/11 and 6/8. Principal x 2 hrs. x 4 sessions x \$52.52 = \$421.00

Part E: Budget

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

Allocation Amount: \$19784

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials	\$1352	Titles will be provided for review on

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$19784

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		January 2nd.
Educational Software (Object Code 199)		
Travel	\$2,160	Code 46 60 metro cards for Saturday program for 8 Saturdays @\$4.50 each
	\$ 405	30 metro cards for ELL Seminar for Parents for 3 Saturdays @ \$4.50 each
Other	\$ 724	Code 45 Refreshments for ELL Seminar for parents and snacks for the Saturday program
TOTAL	\$19,784	