



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HARRY S TRUMAN HIGH SCHOOL

DBN (i.e. 01M001): 11x455

Principal: KERI ALFANO

Principal Email: KALFANO@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: GERARD BEIRNE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Keri Alfano	*Principal or Designee	
Michael Hayes – staff member	*UFT Chapter Leader or Designee	
Ms. Ariana Sanquiche Co-President	*PA/PTA President or Designated Co-President	
Katrina Ricci – staff member	DC 37 Representative, if applicable	
Aaron Delgado Elinor Nelson	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. D. Henry	Member/ Community Representative	
Ms. Diane Blyden	Member/ Parent	
Ms. Sharon Clarke	Member/ Parent	
Ms. Blanca Delgado	Member/ Parent	
Ms. Sherry Yancy	Member/ Parent	
Ms. Carlene Johnson – co president	Member/ Parent	
Ms. Monique Harris	Member/ Teacher	
Ms. Deborah Milner	Member/ Teacher	
Ms. Evelyn Doyle	Member/ Teacher	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
NA	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will improve the instructional effectiveness of 100% of our teachers and help to support teacher growth through the use of the Danielson Rubric and the teacher evaluation tool

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- The need to provide teachers with the tools they need to prepare general education, special education and ELL students for the new Common Core ELA and Algebra exams which will be administered for the first time in June 2014.
- The need to improve performance for all general education, special education and ELL students in order to meet the rising effective AMO.
- The need to implement the new teacher evaluation system.
- The need for teachers to receive training on the Danielson Framework.
- The need for teachers to receive training on the Citywide Instructional Expectations.
- The need to improve general education, special education and ELL student performance as based on NYC Progress Report and NYS Report Card.
- The need to improve graduation rates for general education, special education and ELL students.
- The need to improve teacher quality and effectiveness.
- The need to improve attendance rates for general education, special education and ELL students.
- The need to close the achievement gap for general education, special education and ELL students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. During six Fridays, we will end the school day early and conduct professional development revolving around Common Core, Chancellor's Instructional Expectations, and the Danielson Framework that will improve instruction for all general education, special education and ELL students.
2. We will conduct 80 minute professional development workshops once a month during the 2013 / 2014 school year revolving around Common Core, Chancellor's Instructional Expectations, and the Danielson Framework that will improve instruction for all general education, special education and ELL students.
3. All school supervisors have received training via webinars and Network training sessions on M.O.S.L and the Advance system.
4. Teachers will choose Option 1 or Option 2 for the Advance Observations.
5. Master teachers will conduct workshops focusing on different aspects of the 4 Danielson domains and 22 components.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principals and teachers of all disciplines.
2. Principal, assistant principals and teachers of all disciplines.
3. Principal and assistant principals.
4. Assistant principals and subject teachers.
5. Master teachers will conduct workshops that will be attended by principals, assistant principals, teachers and classroom paraprofessionals.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Marking period scholarship reports, yearly progress reports, and New York State Report Card will all show improvement in student performance and progress.
2. Marking period scholarship reports, yearly progress reports, and New York State Report Card will all show improvement in student performance and progress.
3. All supervisors have been extensively trained on M.O.S.L and the Advance system.
4. By start of the 2013 / 2014 school year, all teachers, in consultation with assistant principals, will choose observation option that best fits their needs.
5. Marking period scholarship reports, yearly progress reports, and New York State Report Card will all show improvement in student performance and progress.

D. Timeline for implementation and completion including start and end dates

1. Bell schedule for students will be 8:00 to 1:07; workshops will be held on October 18, December 13, February 7, March 14, April 25 and May 16.
2. Professional development will take place from 2:55 - 4:15 on October 21, November 18, December 16, January 13, February 10, March 17, April 28, and May 19.
3. All supervisors were trained prior to the start of the 2013 / 2014 school year and will receive additional training during the school year.
4. By September 9, 2013 all teachers had chosen their observation options.
5. Ongoing throughout the 2013 / 2014 school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Alternate bell schedule will be in effect for the six Friday staff development dates.
2. 80 minute PD will continue to be held once a month on Mondays.
3. Assistant Principals will receive training throughout the school year.
4. Assistant principals met with each teacher on September 3 and 4 to discuss observation options and allow teachers time to consider which option best suited them.
5. Presenting teachers will be afforded time during the day in lieu of their Circular 6 to prepare the workshops; if necessary, per session funds will be allocated to afford teachers the time to prepare the workshops.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

All parents will continue to be informed of school goals and mandates 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 use the Global Direct phone system to inform parents of daily absences.
- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

- A total of twenty days of per-diem substitute funds will be set aside for coverages so that teachers can attend related workshops both in and outside of the building.
- A total of 50 hours of per-session time will be set aside allowing presenting teachers time to prepare their workshops.
- Funds will be allocated for the 2013 / 2014 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 2013 / 2014 school year for all staff members to make use of written translation services.
- Funds will continue to be made available to pay for the Pupil Path program which allows parents to have ready access to their child's academic records.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of Truman teachers will meet the academic needs of all 100% of our general education, special education and ELL students by providing rigorous instruction and developing a critical lens which pinpoints strong questioning, discussion techniques, and ongoing assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- The need to provide teachers with the tools they need to prepare general education, special education and ELL students for the new Common Core ELA and Algebra exams which will be administered for the first time in June 2014.
- The need to improve performance for all general education, special education and ELL students in order to meet the rising effective AMO.
- The need to implement the new teacher evaluation system.
- The need for teachers to receive training on the Danielson Framework.

- The need for teachers to receive training on the Citywide Instructional Expectations.
- The need to improve general education, special education and ELL student performance as based on NYC Progress Report and NYS Report Card.
- The need to improve graduation rates for general education, special education and ELL students.
- The need to improve teacher quality and effectiveness.
- The need to improve attendance rates for general education, special education and ELL students.
- The need to close the achievement gap for general education, special education and ELL students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Conduct professional development which focuses on questioning, discussion techniques and assessments.
2. Ongoing formal and information observations will focus, in part, on questioning, discussion techniques and assessments.
3. Assistant Principals will engage teachers in self assessment through I.P.C.(Individualized Professional Conferences) and feedback from observations.
4. Development of curricula aligned to the CCLS.
5. Implementation of initial assessment and benchmark exams.

2. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principals, and teachers.
2. Principal, assistant principals, and teachers.
3. Principal, assistant principals, and teachers.
4. Principal, assistant principals, and teachers.
5. Principal, assistant principals, and teachers.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Marking period scholarship reports, yearly progress reports, and New York State Report Card will all show improvement in student performance and progress.
2. Marking period scholarship reports, yearly progress reports, and New York State Report Card will all show improvement in student performance and progress; for each teacher we will see an increase in the rating of each component as identified on the MOTP ratings (Measure of Teacher Progress).
3. Marking period scholarship reports, yearly progress reports, and New York State Report Card will all show improvement in student performance and progress; Will for each teacher we will see an increase in the rating of each component as identified on the MOTP ratings (Measure of Teacher Progress).
4. Marking period scholarship reports, yearly progress reports, and New York State Report Card will all show improvement in student performance and progress.
5. Marking period scholarship reports, yearly progress reports, and New York State Report Card will all show improvement in student performance and progress.

4. Timeline for implementation and completion including start and end dates

1. Once a month on Mondays for 80 minutes; 6 select Fridays; September 2013 – June 2014.
2. Ongoing throughout the 2013-2014 school year.
3. During September 3 and 4 and ongoing throughout the school year.
4. Ongoing throughout the 2013-2014 school year.
5. Ongoing throughout the 2013-2014 school year.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Supervisors will receive Advance training throughout the school year.
2. Principal and Assistant will provide timely and coherent feedback to teachers during post-observation conferences.
3. Assistant Principals met with teachers on September 3 and 4 to review the goals for the I.P.C. Plans were developed for each teacher.
4. Teachers will be afforded time during professional development dates, Chancellor days, Circular 6 assignment, holidays and after school to develop and enhance the curriculum aligned to the CCLS. We view these curricula as living documents.
5. Teachers will be afforded time during professional development dates, Chancellor days, during Circular 6 assignment and during holidays and after school to develop and enhance initial assessment and benchmark assessments.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

All parents will continue to be informed of school goals and mandates 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 use the Global Direct phone system to inform parents of daily absences.
- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

- A total of twenty days of per-diem substitute funds will be set aside for coverages so that teachers can attend related workshops both in and outside of the building.
- Funds will be allocated for the 2013 / 2014 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 2013 / 2014 school year for all staff members to make use of written translation services.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

For the 2013 / 2014 school year, we will organize 100% of our entering freshmen into a theme based academy to meet the needs of this transitioning population

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- The need to provide teachers with the tools they need to prepare general education, special education and ELL students for the new Common Core ELA and Algebra exams which will be administered for the first time in June 2014.
- The need to improve performance for all general education, special education and ELL students in order to meet the rising effective AMO.
- The need to implement the new teacher evaluation system.
- The need for teachers to receive training on the Danielson Framework.
- The need for teachers to receive training on the Citywide Instructional Expectations.
- The need to improve general education, special education and ELL student performance as based on NYC Progress Report and NYS Report Card.
- The need to improve graduation rates for general education, special education and ELL students.
- The need to improve teacher quality and effectiveness.
- The need to improve attendance rates for general education, special education and ELL students.
- The need to close the achievement gap for general education, special education and ELL students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. Several open houses will be held throughout the school year for middle school students to visit Truman and find out information about our Theme Based Academies.
 2. We will continue to pursue CTE approval for Media, Law and Culinary Arts.
 3. We will place all incoming freshman into one of our theme based house: culinary arts, media, law, law enforcement, JROTC, and pre-engineering.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Principal, assistant principals, teachers, and guidance counselors.

2. Principal, assistant principal, media teacher, culinary arts teachers, law teachers, pre-engineering teachers and JROTC teachers.
3. Principal, assistant principal, school programmer, media teacher, culinary arts teachers, law teachers, pre-engineering teachers and JROTC teachers.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Master schedule indicating number of students registered for each theme based house; marking period scholarship reports; yearly progress reports; and New York State Report Card.
2. By June 2014 our CTE plans for Law, Law Enforcement, Culinary Arts and Media will be approved.
3. Marking period scholarship reports, yearly progress reports, and New York State Report Card will all show improvement in student performance and progress.
4. Timeline for implementation and completion including start and end dates
1. Open houses will take place over the summer, and at least 4 times during the school year; in addition, counselors will present information about Truman to 7 th and 8 th graders in middle school around the Bronx
2. September 2013 – June 2014.
3. All incoming 9 th graders will be placed into a theme based house by September 2013.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Detailed brochures for each theme based house will be disseminated; articulation video featuring the theme based houses will be updated by media program and viewed by students and parents during open house; guidance counselors will visit with middle school guidance counselors and student at their home schools;
2. Our grants writer will continue to complete the application process for CTE enrollment.
3. Programmer and guidance counselors will ensure that all students are properly programmed. We will continue to hire teachers that are experts in the theme based houses: trained chefs for the culinary arts classes, lawyers for the Law and Law Enforcement programs, etc.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
All parents will continue to be informed of all school goals and mandates via:
<ul style="list-style-type: none"> • 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 use the Global Direct phone system to inform parents of daily absences. • 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
<ul style="list-style-type: none"> • 200 hours of per-session will put aside to pay teachers, administrators, counselors, and school aides to facilitate Open Houses 4 times throughout the 2013 / 2014 school year. • Funds will be allocated for the 2013 / 2014 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 2013 / 2014 school year for all staff members to make use of written translation services. 										

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- Strategies/activities that encompass the needs of identified subgroups**
6.
- Key personnel and other resources used to implement each strategy/activity**
1.
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- Timeline for implementation and completion including start and end dates**
1.
- Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
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.	Full class instruction.	This is a single period course that runs during the school day, Monday through Friday.
	ELA Regents tutoring for Title III 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, select Saturdays and during the holiday breaks

<p>Mathematics</p>	<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>Full class instruction.</p>	<p>These courses are run during the school day, Monday through Friday.</p>
	<p>Algebra Regents Tutoring for Title III students</p>	<p>Small Group</p>	<p>This Title III regents preparation tutoring is held on Saturday mornings from 10 a.m. to 1 p.m.</p>
	<p>Algebra Regents tutoring for General Ed, Special Ed and ESL students</p>	<p>Small Group</p>	<p>This regents preparation tutoring is held on Saturday mornings from 10 a.m. to 1 p.m.</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>Living Environment Regents Tutoring for Title III students</p> <p>Living Environment Regents tutoring for General Ed, Special Ed and ESL students</p> <p>Living Environment lab make-up sessions</p>	<p>Full class instruction</p> <p>Small Group</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 pm</p> <p>This tutoring is available after school, some Saturdays and during the holiday breaks</p> <p>This tutoring is available after school, some Saturdays and during the holiday breaks</p>
Social Studies	<p>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.</p>	<p>Full class instruction</p>	<p>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.</p>

	<p>Teachers use the Kaplan New York State Regents preparation/review program among other programs to prepare students for the January/June United States History Regents examination. This course concentrates on the art of answering multiple choice questions; how to interpret document based questions; and how to answer Document Based Questions/Thematic Questions in proper essay format according to the New York State Social Studies rubric.</p> <p>Global and US History Title III Regents Preparation</p>	<p>Full class instruction</p> <p>Small Group Instruction</p>	<p>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.</p> <p>This tutoring is available after school, some Saturdays and during the holiday breaks</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<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 emergency situations.</p> <p>Provide HIV/Aids lessons, Relationship Abuse Prevention Program (RAPP); SPARK presentations; referrals to Morris Heights Health Center; immunization status checked throughout</p>	<p>Small group, one-to-one, and tutoring, are all the methods of instruction</p>	<p>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>

	the year by Health Office. The health related services are for ELL, Special Education and General Education students in grades 9 – 12.		
--	--	--	--

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.				
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

NA – We are not currently a Title I school

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

NA – We are not currently a Title I school

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

NA – We are not currently a Title I school

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

NA – We are not currently a Title I school

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

NA – We are not currently a Title I school

TA Schools Only

Use of Program Resources

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

NA – We are not currently a Title I school

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

NA – We are not currently a Title I school

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

School Responsibilities

Harry S Truman High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards and the Common Core Learning Standards.
2. Be cognizant of students with special needs and will alter lesson delivery to meet their needs as outlined on their Individual Education Plans.
3. Be cognizant of English Language Learners and alter lesson delivery to meet their specific needs. .
4. Provide parents with daily information about their child by using the Pupil Path program.
5. Provide parents reasonable access to staff.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. 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.
8. 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.
9. Use academic learning time efficiently.
10. Respect cultural, racial and ethnic differences.
11. Implement a curriculum aligned to the Common Core State Learning Standards.
12. Offer high quality instruction in all content areas.
13. Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

Support home-school relationships and improve communication by:

14. Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related.
15. Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education.
16. Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand.
17. Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.
18. Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

19. Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
20. Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member.
21. Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities.
22. Planning activities for parents during the school year, e.g., Parent-Teacher Conferences.

Provide general support to parents by:

1. Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
2. Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend).
3. Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community.
4. Supporting parental involvement activities as requested by parents.
5. Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.

Parent Responsibilities

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

6. Checking Pupil Path program on a daily basis.
7. Listening to messages left via the School Messenger system.
8. Monitoring attendance.
9. Making sure that homework and projects are completed and submitted on time.
10. Monitoring amount of television they watch, video games they play, etc. that can distract them from completing their work and getting ample rest.
11. Participating, as appropriate, in decisions relating to their child's education.
12. Promoting positive use of their child's extracurricular time.
13. Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by child or by mail and responding, as appropriate.
14. Monitoring their child's attendance and ensuring that their child arrives to school on time as well as follow the appropriate procedures to inform the school when their child will be absent.
15. Ensuring that their child comes to school rested by setting a schedule for bedtime based on the needs of their child and his/her age.
16. Checking and assisting their child in completing homework tasks, when necessary;
17. Setting limits to the amount of time their child watches television or plays video games;
18. Promoting positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
19. Encouraging their child to follow school rules and regulations and discuss this Compact with my child;
20. Volunteering in their child's school or assisting from my home as time permits.
21. Participating, as appropriate, in the decisions relating to their child's education.
22. Communicating with their child's teachers about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district.
23. Responding to surveys, feedback forms and notices when requested;
24. Becoming involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

25. Participating in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
26. Taking part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
27. Sharing responsibility for the improved academic achievement of my child;

Student Responsibilities

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

1. Reviewing Pupil Program on a daily basis.
2. Completing homework every day and ask for help when needed.
3. Reading at least 30 minutes every day outside of school time.
4. Giving to parents or the adult who is responsible for their welfare all notices and information received from the school.
5. Acting in a respectful manner to fellow students and all adults in the building.
6. Following student rules as outlined in the Discipline Code.
7. Attending school regularly and arrive on time.
8. Completing my homework and submitting all assignments on time.
9. Following the school rules and being responsible for my actions.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 455
School Name Harry S Truman High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Keri L. Alfano	Assistant Principal Petra Frantova
Coach	Coach type here
ESL Teacher Melissa Rivera	Guidance Counselor Barbara Moye
Teacher/Subject Area Alex Raike	Parent Cyntia Vega - Harrington
Teacher/Subject Area Caitlyn Lynch	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	5	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1976	Total number of ELLs	140	ELLs as share of total student population (%)	7.09%
--	-------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	46
SIFE	0	ELLs receiving service 4-6 years	37	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	26		4	37		15	79		27	142
Total	26	0	4	37	0	15	79	0	27	142

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										59	27	13	13	112
Chinese														0
Russian														0
Bengali										1	4	2		7
Urdu														0
Arabic													1	1
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										8	6	2	2	18
TOTAL	0	0	0	0	0	0	0	0	0	68	37	17	17	139

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	52		7	
Integrated Algebra	96		33	
Geometry	1		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	3		0	
Earth Science	38		1	
Living Environment	80		19	
Physics	0		0	
Global History and Geography	27		14	
US History and Government	92		21	
Foreign Language	13			10
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In order to assess the early literacy skills of our ELLs, we use the LAB-R exam; regardless of the last time the student took the LAB-R, we give it at the beginning of each year to assess how well students read, write, listen, and speak. We also use edperformance, a website that assesses students' reading and writing. The data informs us that many of our students have developed their basic English-speaking skills, but when it comes to cognitive academic language (CALPS), students struggle a great deal. Also, regardless of levels, students struggle with academic language and with writing across the content areas.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across NYSESLAT and LAB-R reveal that students struggle with academic language—from acquiring it, to understanding it in different contexts, to using it authentically in their writing. Students are quickly mastering their conversational English skills, but more work needs to be done with respect to their CALPS.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the analysis of the different modalities, our teachers have revised the curriculum to encompass academic reading and writing across the four major content areas. When looking at our AMAO, each member of the ESL team, including the assistant principal, focuses on a specific target group. For example, one ESL teacher will work on a group of advanced students who are on the cusp of passing the NYSESLAT and work with them on specific reading and writing skills, while another teacher will work with a group of beginners who are still struggling to acquire basic language skills. Moreover, there are several students in the ESL program who do not speak a language other than English; they are long-term ELLs with disabilities, and they struggle with reading and writing. These students are also provided with extra literacy support that will help them to overcome their reading and writing struggles.

4. For each program, answer the following:
 - a. 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?

4a. Most of our ELLs are in the 9th grade; within that 9th grade group are several under-credited ELLs with disabilities. In addition to academic support, all 9th graders—whether true cohort 17 or under-credited ELLs—are receiving academic and social-emotional support from the ESL teachers and AP so that they will improve attendance and overall performance. The upper-classmen are usually in the intermediate and advanced levels, and because of this, we have begun to focus on college readiness by incorporating cross-curricular research projects and college-exploration projects. 4b. School leaders and teachers are using the ELL periodic assessment to project how students will perform on the NYSESLAT and then using that data to inform our instruction. For example, based on the periodic assessment data, teachers set goals for students, and work on individualized instruction via a weekly contract method that allows them to focus on their weak areas and challenge them in their stronger areas. 4c. The school has realized that even if a student may “appear” to be fluent in English, they are struggling with the necessary literacy skills to master academic coursework.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?
We consider students' second language development in instructional decisions by offering ongoing workshops to all our teachers on how to incorporate ESL strategies in the content areas. We also encourage communication between the content area teachers and the ESL teachers so that ESL teachers can support and frontload material for ELLs; moreover, we have programmed the ESL teachers for common planning time so that they can analyze students' work from their classes and other teachers' classes and make instructional decisions based on what the data implies.

7. 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?

n/a

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

We evaluate the success of our ELLs by looking at the following areas: Credit accumulation, course passing rates, Regents passing rates, and graduation rates. Moreover, we disaggregate this data by cohort and students with disabilities. The AP of administration, the AP of ESL, the esl teachers, and a team of content area teachers from the four major subject areas will evaluate the success of these students based on the aforementioned criteria.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Upon initial enrollment of any first time entrant into the New York City Public School System, our Pupil Personal Secretary Ms. Cuttita contact Dr. Petra Frantova, AP of ESL, when students come to our school to register. Dr. Frantova will administer the Home Language Identification Survey and conduct an oral interview in English and in native language (with assistance of an interpreter when necessary) with the parent and child enrolling in the school. Any one response to question #1-4 and two responses to questions # 5-8 that include the language other than English on the HLIS and information provided in the interview results in an OTELE code of other than English and consequently the AP of ESL flags the student as eligible for the Lab-R exam in English and in Spanish if the student's native language. If a child does need English-language acquisition support, then AP of ESL will present the parent with the DOE video that explains the three options for English-language support. If a parent chooses free standing ESL, then the child is administered the LAB-R within their first ten days of school by Ms. Melissa Rivera a licensed ESL teacher. In the event that AP of ESL or Ms. Melissa Rivera are unavailable for the administering of the HLIS, oral interview, or Lab-R, the Pupil Personal Secretary Ms. Maher or Ms. Cuttita will conduct the interview and the administration of HLIS with the assistance of an interpreter when necessary) and other ESL certified teachers Ms. Jacob Sugar and Ms. Nanacy Farley are in the process of being trained to facilitate this process. The Lab-R and the Spanish Lab-R are hand-scored at the school by Ms. Melissa Rivera or the AP of ESL to determine the student's level of English proficiency using the Lab-R cut scores as per Assessment Memorandum #2 2013-2014 and Spanish Language Proficiency. If the student scores below proficiency (i.e. beginning, intermediate, or advanced level) the student is classified as an Ell. Student will be annually tested using the NYSESLAT to assess the proficiency in English. AP ESL uses various resources to cross reference and ensure that all students eligible for NYSESLAT testing, including the RLER and BESIS participation report from ATS, hand-scored Lab-R results for new admits, and students identified as ELL on ARIS, are tested. The Citywide and State Summative Assessment Calendar is used to schedule testing of the Speaking, Listening, Reading, and Writing sections of the NYSESLAT in the allotted window. Our ESL certified teachers, Nancy Farley, Jacob Sugar, and Melissa Rivera, as well as the AP ESL collaborate to schedule individual testing of students in the Speaking portion of the NYSESLAT as well as testing of the other sections. Make-ups are scheduled for any student who was absent during any portion of the exam. If the student scores below proficiency on the NYSESLAT as per the RNMR report from ATS, the student will continue to receive services and be tested annually with the NYSESLAT until they score at a proficient level.
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. Parents watch the DOE video that explains the three program choices, and the AP of ESL is available to answer any and all questions the parent may have. The parents view the video and meet with the AP of ESL upon registering their child-our school believes that the parents should be offered this information immediately.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Upon initial enrollment of any first time entrant to NYC Public school System AP of ESL provides the parent with Parent Survey and the Program selection form. Upon completion, the AP of ESL collects the form, makes a copy to keep on file in the ESL department files, and places original in the student's Cumulative Record. Systems are being put in place to secure Parent survey and Program Selection forms from ELLs that were admitted to our school from another NYC public school and whose cumulative records do not include these documents. The Pupil Personal Secretary Ms. Cuttita will outreach to the schools where the students came from to ask if the documents are on file and to send them to our school. A BESIS history screenshot will also be printed for each individual student highlighting the program that they participated in prior to being admitted to our school to show that we honor program fidelity and parental choice. Parent survey and program selection forms are stored in the student's Cumulative Record files in the Pupil Personnel office; moreover, letters of continued services are kept in the ESL department files.

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.

Truman recently applied for and received a grant from the Office of ELLs to offer Spanish-speaking ELLs a bilingual US History class via a virtual-teaching partnership with World Cultures High School. These students were selected from this program because last year, our Spanish teachers spiraled US History content and skills with our Spanish-speaking ELLs, and data proved that the native-language support helped them succeed on the exam. As such, we wanted to take advantage of the opportunity to develop a bilingual course for the Spanish-speaking students in the same subject area. When identifying students for bilingual support, we consider whether the student is truly in need of native-language support or if they struggle with literacy.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year, our parents of ELLs receive a letter informing them that their child is going to sit for the NYSESLAT. The ESL teachers then work together to create a testing schedule for the NYSESLAT without taking the students out of their four major courses. The ESL teachers each test a group of students who are not on their rosters.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Nearly 100% of our parents choose ESL as their program of choice. If parents begin to request a different program, then our ESL data team will examine the requests and plan on how to implement a new program.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A. The organizational model of our program is self-contained, ungraded and homogeneous. Also, we have established an ESL academy, where certain content-area teachers work directly with the ELLs and the ESL teachers.
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)?

Our principal, the program chair, and the AP of ESL review the NYSESLAT scores, and LAB-R if the student is yet to take the NYSESLAT, and program students according to their scores. Beginners receive 3 46-minute periods of ESL a day; intermediate students receive 2 46-minute a day periods, and advanced students receive 1 45-minute period of ESL a day. We are developing an NLA program for Spanish-speaking ELLs as data shows us that our largest ELL population consist of Spanish-speakers.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our ESL program is cross-curricular. Teachers program the students for different work stations, where they practice reading, writing, listening and speaking via content from social studies, math, literature and science. The students, at the end of each week, then work with the teacher to program themselves for new stations for the upcoming week. The ESL teachers get their content from teachers in the different content areas.

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

We offer our students the option of taking their Regents exams in their native language; but Truman is currently working with CEI-PEA, our network, to develop a comprehensive NLA program for our Spanish-speakers, as well as other ways to assist our other ELLs with native-language support.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our curriculum allows for students to practice their speaking skills by making presentations and speeches; students practice their reading skills by reading independently, listening to teachers read and think aloud, and practice choral reading; our students use the writing workshop model to develop their writing skills in different writing genres; and our teachers often read small, targeted texts aloud so that students can practice note-taking and then reflect on the listening and note-taking processes.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We differentiate instruction for ELL subgroups in the following ways:

A. For SIFE, we focus on social-emotional learning, and how they can adapt study skills to make themselves better students. We also provide flexible seating and student choice in terms of content for these students.

B. For newcomers, we ask our students to partner with newcomers from another country and exchange ideas and experiences from their native countries. We then ask students to identify the commonalities between the two different cultures, and we also ask them to prepare brochures and visual presentations on their native countries. Students work on developing their BICS, but they are also introduced to content-specific material from math, science, literature, and history.

C and D. Students at this level, in addition to the support they receive in ESL classes, are provided with after school and Saturday Regents-prep tutoring in order to help build content, academic language, and general reading and writing skills.

E. Former ELLs' teachers are notified that they are former ELLs and are given native-language dictionaries so that students can still receive native-language support. Students are also invited to attend tutoring with the aforementioned group of students.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our teachers focus a great deal on tier 2/academic vocabulary, and they build thematic units that allow students to see how skills and content go together with certain threads. Our teachers translate directions in students' native language and place them next to the English-language directions; teachers use graphic organizers, guided questions, text chunking, and guided reading and note-taking to help students develop vocabulary and analyze various types of text. We believe that students should develop language through their exposure to different content areas.

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

By using individualized contracts for every student, students are able to complete the same culminating projects but receive different scaffolded materials and mini-lessons in order to accomplish this. For example, if students are working on personal narrative, one student may need three different types of work stations to scaffold for such a project, while a student with disabilities might need scaffolding in basic grammar, sentence structure, paragraph writing, sequencing, compare and contrast, and essay structure. One of our ESL teachers is dual-certified in ESL and special education, and she makes IEP goals part of the students' weekly contracts.

Courses Taught in Languages Other than English *①*

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

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

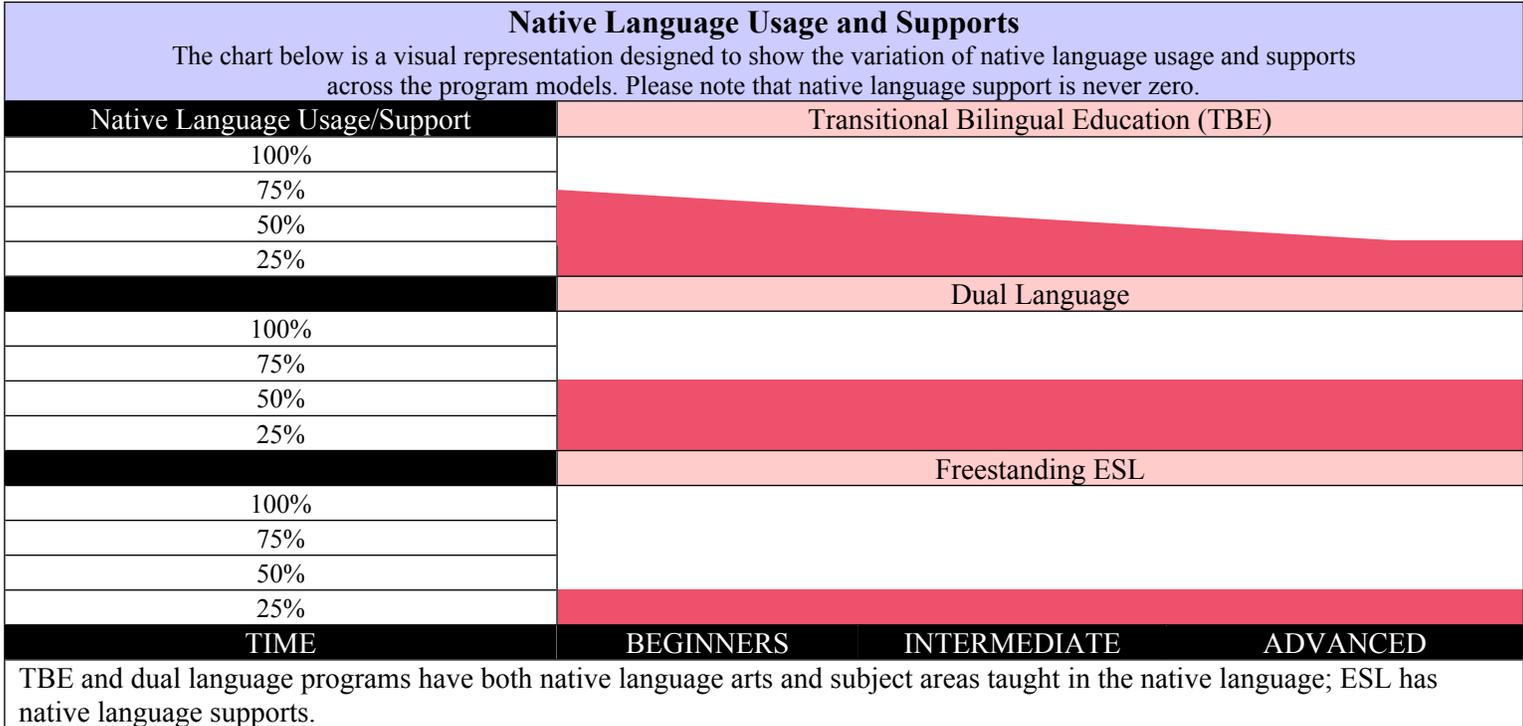
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:	Spanish		
Math:			
Science:			

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
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

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

We analyze our ELL data each marking period and determine different levels of students: on-track, at-risk, and high-risk. For those who are on track, they work with their guidance counselors and the college office to explore options for college, as well as take challenging courses such as chemistry, physics, and AP biology. For our at-risk students, guidance counselors and administration meet with parents to explain credit accumulation, Regents, and the NYSESLAT and offer parents advice on how to help their children academically; we also offer tutoring to students both after school and on Saturdays. For high-risk students, in addition to the aforementioned intervention services, students have weekly progress sheets that they must have their teachers sign-on these sheets, teachers document students' behavior and academic progress.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Many of our ELLs tested out and moved up one or more levels in the 2012-2013 school year, as per the NYSESLAT. However, we see that the ELL graduation rate in our school is at 33% and we must do more to support our students in the content areas. Therefore, we are providing our teachers with more PD on ESL strategies and asking the ESL teachers to help content area teachers refine their lessons so that ESL methodologies are used frequently.

11. What new programs or improvements will be considered for the upcoming school year?

If the bilingual pilot class proves successful, we are looking to expand it to a wider range of students. Moreover, we are eager to better utilize our ESL teacher team in order to develop all of our teachers in ESL methodologies.

12. What programs/services for ELLs will be discontinued and why?

At this time, we are not looking to discontinue any practices; in fact, we are looking to add and refine current programs and services, as per the aforementioned response.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our theme-based academies in media, JROTC, culinary, law and pre-engineering are open to all students, regardless of language proficiency. The specialty teachers are also trained in ESL methodologies and help ELLs transition to English via this content. Also, all ELLs are invited to participate in myriad sports and after school activities, including varsity and junior varsity sports and media and yearbook.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The ELLs have access to a computer lab every day, as well as the school library; the ESL teachers also use ipads and laptop carts in their classrooms so that students can research, listen to English-language support audio resources, create websites and other multimedia presentations, and type up final drafts of essays.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

We are going to make sure that Spanish-speaking ELLs receive a period of native language support every day.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Regardless of an ELL's English-language proficiency level, he/she is part of a cohort. As such, students receive content support that helps them meet the rigorous standards of each course and grade level via tutoring and flexible, cross-curricular lessons

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We are currently looking to begin a buddy system where new ELLs will be paired with a proficient English-speaker who shares similarities in culture who can assist them with transitioning to high school and to a new country. These buddies will receive training, mentoring, and ongoing support from the ESL team and guidance counselors so that they are positive influences in the new students' lives.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

(simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1 and 2. ESL teachers and the AP of ESL meet every day during 5th period to look at student work, plan lessons, plan upcoming units, and design uniform assessments. Once a month during PD, ESL academy teachers meet with ESL teachers so that content teachers develop the ESL teachers in content, and the ESL teachers develop the content teachers in ESL methodologies. The AP of ESL also offers weekly workshops on different ESL methodologies and encourages all teachers to send her lesson plans so that she can provide them with feedback on how to provide more scaffolding and support for ELLs. The AP of ESL will initially hold a Professional Development session for all staff outlining the process for identifying ELLs, ELL subgroups, and compliance issues.

Throughout the 2013-2014 school year, we are projecting to hold a professional development session monthly for all staff members, including teachers (Humanities, Mathematics, Science, Music, Physical Education, Special Education), paraprofessionals,

administration hosted by the AP of ESL or ESL teacher to help staff members become more knowledgeable of successful strategies for teaching and working with ELLs. Topics for these professional development questions are:

- Analyzing NYSESLAT scores and proficiency levels in modalities to guide classroom instruction
- QTEL Strategies
- Project-based learning for English language Learners
- Technology resources for English language Learners
- Total Physical Response
- Making instruction comprehensible for ELLs
- Using context clues to provide meaning for instruction
- Flexible grouping using NYSESLAT modality results

Staff members are also encouraged to attend professional development offerings from the Office of English Language Learners as well as the Network Support Organization.

Date	Topic	Configuration
October 18th		
1:12 to 2:50	Effectively Addressing Danielson Domains 2,3,4	
October 21		
2:55 to 4:15	Safety	Staff/Whole Group
November 5		
Staff Development Day	The Evaluation Process	Low inference observations EvaluationFeedback and growth plan Staff/Small Groups
November 18		
2:55 to 4:15	Common Core Alignment Tasks	Departmental
December 13		
1:12 to 2:50	Looking at Student Work	Assessment, evaluation and inquiry Departmental
December 16		
2:55 to 4:15	Applying Inquiry – Creating Action Plans/Making Adjustments/Reassessing	Departmental
January 13		
2:55 to 4:15	Regents Exams Proctoring Guidelines	Staff/Whole Group
January 31		
Staff Development Day	Item analysis of Regents Exams	Using Student Data Refining Curriculum Departmental
February 7		
1:12 to 2:50	Departmental Specific	Departmental
February 10		
2:55 to 4:15	Departmental Issues and Concerns	Departmental

March 14	1:12 to 2:50	Effectively Addressing Danielson Domain 4	Departmental Collegial Stations
March 17	2:55 to 4:15	Data and Assessment for Domain 4	Departmental Collegial Stations
April 25	1:12 to 2:50	Common Core Tasks Looking at Student Work	Departmental
April 28	2:55 to 4:15	Common Core Tasks Realignment Action Plan	Departmental
May 16	1:15 to 2:50	City Wide Expectations	Departmental
May 19	2:55 to 4:15	Reflection Goals Action Plans	Departmental

The AP of ESL shares information on any upcoming workshops from the Office of ELLs and other organizations such as NCTE, so that teachers can attend them and then turn-key information for their colleagues.

3. This school year, the ESL team is working together to devise a plan for helping ELLs transition to high school; this plan will include the buddy program that was mentioned earlier.

4. All teachers receive ELL training via the chancellor's PD days, weekly workshops run by the ESL department, and by attending the workshops that OELLs offers.

D. Parental Involvement

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

We provide 2 workshops to our parents of ELLs a semester, and in those meetings, we go over transcripts, graduation requirements, ways to support children at home, and showcase student work. We currently work with Sports and Arts in Schools Foundation to offer extracurricular activities to students and parent workshops for all students, including ELLs, and we are looking to make our partnership with this CBO more conducive to ELLs and their parents. We evaluate the needs of the parents when we meet with them during parent-teacher conferences and during parent workshops, but we are going to institute parent surveys and parent think-tanks so that parents will feel there is a forum to express their concerns and ask questions related to their child's progress. One of our biggest goals is to improve our parental outreach and improve the efficacy of our current tactics to reach out to parents. Our ESL team meeting will be conducted monthly and outreach will be monitored closely. ESL teachers are helping guidance staff to outreach and give specific information to parents regarding their progress in our school.

Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. Topics for these workshops include:

- Using ARIS and Pupil Path to obtain their child's assessment data and identify areas of strength and weaknesses
- Looking at the NYSESLAT: Providing parents with their children's NYSESLAT results and giving them an in-depth look as to the structure of the exam and how they can help their child at home be successful

Various staff members, including our AP of ESL, Guidance Counselor, Instructional Coach, and Family Worker will lead these workshops in conjunction with our AP Administration. Translation Services will be provided at all of our workshops.

Records of attendance and topics of workshops are kept in the ESL binder. By looking at the records from previous years and reflecting on the success of the workshops offering, we are able to determine what workshop most interest parents and align those to the current workshop offerings.

E. Additional Information

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

Our ESL program is comprised of three probationary teachers and a new administrator; they are using data--both qualitative and quantitative--to analyze the specific areas that need improvement, namely: student performance and graduation rate and parental involvement. Together, the team , along with the help of content area teachers, AP supervision and the principal, is setting up systems to make drastic improvements in how the school services ELLs. Moreover, in recent conversations with our network support team, we are planning and beginning to implement bilingual support that will help our ELLs to better acquire English.

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 Network: CEI-PEA 536

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.

We look at ATS to see our home language report in order to find out how many different languages we have to address. We then make sure that materials such as parent notices and attendance records, along with report card notes and comments, are translated into the different languages. Also, whenever we have parent meetings or conferences, we make sure that we have interpreters who may serve as liaisons between our parents and our faculty.

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.

We realize that, through speaking with the parents of our ELLs and other bi- and multi-lingual students, we need to provide more translation services to our parents. For example, during parent workshops, it would be helpful if the majority of our students' languages were represented by an interpreter. We are going to create a committee of parents who are bilingual in different languages to work with our faculty so that they are present during workshops and can provide support to our monolingual parents who are not familiar with English. We are in the early process of discovering this information, so we have not shared the findings with the staff. We plan on sharing this information with the staff during our December 2013 monthly professional development.

Part B: Strategies and Activities

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

The school will provide written translated materials by using its outside vendor translating service and sending all parent notification documents to said service to be translated two weeks before the correspondence is scheduled to be mailed. The school will also follow up by sending out a phone message in the appropriate languages to make sure the parents received the notification via mail. For Spanish translation, our Spanish language and literature teachers will assist us with translation, both written and oral.

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.

Last year, we began to invite our Spanish teachers to our parent workshops to serve as liaisons between the faculty and parents. This year, we will continue this practice, and we will also have our team of bilingual parents assist us by serving as translators for not only the Spanish-speaking parents, but for the parents who speak other languages, such as Fulani and Twi.

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>.

By enlisting the help of our five Spanish language & literature teachers during conferences and workshops, we will be able to provide timely written and in-person translation services for our Spanish-speaking parents. For our other common languages, such as Twi and Fulani, we are working on creating a team of parents who are bilingual in different languages who will work with us during workshops and meetings to provide translations services to our parents. Also, we enlist the services of an outside agency to translate all materials before sending them out to the parents. We will send documents to said service 2 weeks in advance so that the materials are translated in a timely manner and ready to be distributed to all parents at the same time. We use roughly \$2300 for these outside translation services, not including the translation of Spanish materials, which are translated by the in-house Spanish department.

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 \$ 405	Code 46 60 metro cards for Saturday program for 8 Saturdays @\$4.50 each 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	