

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

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	*UFT Chapter Leader or Designee	
Kim Robinson	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Diane Blyden	Member/ Parent	
Michelle Slaughter	Member/ Parent	
Gisela Vasquez	Member/ Parent	
Isabel Fletcher	Member/ Parent	
Walter Chadwick	Member/ Teacher	
Jacob Sugar	Member/ Teacher	
Muhammad Taha	Member/ Student	
Mohammed Bakkar	Member/ Student	
Paul Mahutin	Member/ Student	
Ashuntay Campbell Tomasu	Member/ Student	
Katharine Mourino	Member/ Assistant Principal I	
	Member/	
	Member/	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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)
X	<ul style="list-style-type: none">▪ Annual Goal▪ 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)
X	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 2015, 95% of teachers will engage in the collaborative inquiry process of teacher teams to develop rigorous common core aligned units of study that include common benchmark assessments and performance tasks to ensure student success as evidenced by artifacts from teacher team meetings and observations.

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 all regents and common core exams.
- The need to improve performance for all general education, special education and ELL students,
- The need to ensure that all students are college and career ready.
- The need to further implement the teacher evaluation system.
- The need for teachers to receive continued training on the Danielson Framework.
- The need for teachers to receive further training on the Citywide Instructional Expectations.
- The need to improve general education, special education and ELL student performance as based on 2013-2014 School Quality Guide.
- 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

- A. Teacher teams will establish and utilize protocols to look at student work on Common Core aligned tasks.
- B. Professional Development will focus on academic rigor as well as on-going assessment.
- C. Timeline for implementation of common core aligned units of study and tasks will be established.
- D. Teacher team will conduct analysis of student work.

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

A-D Principal, assistant principals and teachers of all disciplines.

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

A-D Marking period scholarship reports, yearly progress reports, New York State Report Card, and School Quality Report will all show improvement in student performance and progress.

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

A-D Ongoing throughout the 2014 / 2015 school year.

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

A-D 80 minute PD once a month on Mondays, Chancellor's Professional Developments dates, and C6R periods will be used for teacher teams to meet.

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 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
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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 2014 / 2015 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 2014 / 2015 school year for all staff members to make use of written translation services..

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.

During the 2014-2015 school year, all 9th grade students will receive one period of math/ELA support instruction each day which will help to raise their success on required regents exams and help to raise their success in all major disciplines.

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 better prepare general education, special education and ELL students for the Algebra Common Core exam and the Living Environment Regents exams which will be given to freshman in June 2015,
- The need to improve outcomes for all Freshman in the 4 major disciplines.
- The need to provide teachers with the tools they need to prepare general education, special education and ELL students for all regents and common core exams.
- The need to improve performance for all general education, special education and ELL students,
- The need to ensure that all students are college and career ready.
- The need to further implement the teacher evaluation system.
- The need for teachers to receive continued training on the Danielson Framework.
- The need for teachers to receive further training on the Citywide Instructional Expectations.
- The need to improve general education, special education and ELL student performance as based on 2013-2014 School Quality Guide.
- 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

- A. Incoming 9th grade students will receive one skills based class a day as part of the Global Studies curriculum.
- B. Selected teachers will be trained on how to effectively use time management and the new curriculum to support the 9th grade math/ELA teachers.
- C. Selected teachers will participate in daily meetings with House teachers and assigned counselor counselor.

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

A-C Principal, assistant principals, and select English, Math and Social Studies teachers.

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

A-C Marking period scholarship reports, yearly progress reports, New York State Report Card, and School Quality Report will all show improvement in student performance and progress.

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

A-C Ongoing throughout the 2014-2015 school year.

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

A-C Teachers will be afforded time during professional development dates, Chancellor Conference days, Circular 6 assignments, 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
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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 2014 / 2015 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 2014 / 2015 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.

By June 2015, 90% of 12th grade students will increase their knowledge and academic skills making it more likely that they will be accepted into and graduate from college and helping to ensure that they are career ready.

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 guarantee that all students are college and career ready upon their graduation.
- 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

- A. During the 2014-2015 school year, all 12th grade students will receive one period of college and career readiness.
- B. Professional developments opportunities will be provided for the Guidance Department on college and career readiness.
- C. At risk, under-credited and overage students will be closely monitored by guidance counselors.
- D. AIS will be provided to all seniors who have not passed required regents exams.
- E. After-school/holiday enrichment opportunities will be provided to all risk, under-credited and overage seniors.
- F. Eligible students will be placed in one of our college affiliated programs: College Now, Mercy or Monroe College.

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

A-F Assistant Principal Pupil Personnel, Guidance counselors, mandated counselors and Program Chair.

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

A-F Marking period scholarship reports, yearly progress reports, New York State Report Card, School Quality Report and Where are They Now? report will show improvement in student performance and progress.

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

A-F Ongoing throughout the 2014-2015 school year.

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

- A. All seniors will be registered for one period of College Advisory on their schedule.
- B. Guidance counselors will attend workshops outside of the building on strategies for enhancing college preparedness.
- C. PM School, Compass Learning and Apex classes will be made available to all under-credited seniors or seniors who still have Regents exams to pass.
- D. AIS classes will be provided to all seniors who have not passed required regents exams. Course(s) will be placed on their schedules.
- E. All at risk, under-credited and overage seniors will be scheduled for after-school or online credit recovery / regents preparation.
- F. Eligible students will be registered for one of our college affiliated programs: College Now, Mercy and Monroe College.

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:

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

- Funds will be set aside to help offset the cost to students of the college courses.
- Funds will be set aside to pay the cost of Advanced Placement exams for students who are not eligible for free or reduced lunch
- Funds will be allocated for the 2014/ 2015 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 2014 / 2015 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.

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

1.

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

1.

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

1.

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

1.

K. 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
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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.

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

1.

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

1.

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

1.

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

1.

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

6.

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
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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.)
<p>ELA</p>	<p>The Academic Intervention Services in English are tailored for 11th and 12th graders who have not yet passed the English Language Arts Regents. As part of our AIS services we utilize Achieve 3000, Tutoring, Castle Learning, Compass, and Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and PM school. ELA Regents tutoring is offered to General Ed, Special Ed and ESL students.</p>	<p>Full class instruction is utilized during the school day. PM school and Achieve Now are 54 hours per semester and run right after school ends each day. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction.</p>	<p>AIS classes are single period courses that run during the school day, Monday through Friday. Tutoring is available after school, select Saturdays and during the holiday breaks. Title III tutoring is available to our ELL population on Saturday mornings from 10 a.m. to 1 p.m.</p>

Mathematics

The AIS service for Algebra is an accelerated one term class that prepares students for the Algebra regents / Common Core Algebra exam. It is primarily offered to sophomores, juniors and a handful of seniors that still need to complete their math regents requirement. This course services ELL, Special Education and General Education students in grades 9 – 12. As part of our AIS services we utilize Achieve 3000, Tutoring, Castle Learning, Compass, and Apex Learning. Other at risk students receive tutoring and opportunities for credit accumulation through the Achieve Now Program and PM school. Algebra tutoring is available for General Ed, Special Ed and ESL students. Regents tutoring is available for Title III students. Regents tutoring and credit accumulation is available for General Ed, Special Ed and ESL students.

Full class instruction is utilized during the school day. PM school and Achieve Now are 54 hours per semester and run right after school ends each day. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction.

AIS classes for Algebra are single period and run during the school day, Monday through Friday. This tutoring is available after school, select Saturdays and during the holiday breaks. This Title III tutoring is available to our ELL population on Saturday mornings from 10 a.m. to 1 p.m.

<p>Science</p>	<p>The AIS course for Living Environment is an accelerated one term class that prepares students for the regents exam. It is primarily offered to sophomores, juniors and a handful of seniors that still need to complete their science regents requirement. This course services ELL, Special Education and General Education students in grades 9 – 12. As part of our AIS services we utilize Achieve 3000, Tutoring, Castle Learning, Compass, and Apex Learning. Other at risk students receive tutoring and opportunities for credit accumulation through the Achieve Now Program and PM school. Living environment tutoring is available for General Ed, Special Ed and ESL students. Regents tutoring is available for Title III students. Regents tutoring and credit accumulation is available for General Ed, Special Ed and ESL students. We also offer students who are behind on their labs the opportunity to make them after school, select Saturdays, and over select holiday breaks.</p>	<p>Full class instruction is utilized during the school day. PM school and Achieve Now is 54 hours per semester and runs right after school ends each day. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction.</p>	<p>This is a single period course that runs during the school day, Monday through Friday. This tutoring is available after school, select Saturdays and during the holiday breaks. This Title III tutoring is available to our ELL population on Saturday mornings from 10 a.m. to 1 p.m.</p>
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<p>Social Studies</p>	<p>The Academic Intervention Services in Global studies are tailored for 11th and 12th graders who have not yet passed the Global Studies Regents; As part of our AIS services we utilize Achieve 3000, Tutoring, Castle Learning, Compass, and Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and PM school. Global and US History Regents tutoring is offered to General Ed, Special Ed and ESL students.</p> <p>The Academic Intervention Services in US History is tailored for students who have not yet passed the Regents exam. As part of our AIS services we utilize Achieve 3000, Tutoring, Castle Learning, Compass, and Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and PM school. Global and US History Regents tutoring is offered to General Ed, Special Ed and ESL students.</p>	<p>Full class instruction for both courses is utilized during the school day. PM school and Achieve Now is 54 hours per semester and runs right after school ends each day. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction.</p>	<p>Both courses are single period and run during the school day, Monday through Friday. This tutoring is available after school, select Saturdays and during the holiday breaks. This Title III tutoring is available to our ELL population on Saturday mornings from 10 a.m. to 1 p.m.</p>
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<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></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 the year by Health Office. The health related services are for ELL, Special Education and General Education students in grades 9 – 12.</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>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.				
X	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.

The school hosts Teaching Fellows during Summer School, allowing us to work with teachers who have been chosen by the city. New hires come from Open Market and the New Teacher Finder program. Assistant principals also attend hiring fairs during the spring and summer.

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).

Assistant Principals for each department provide one to one support for classroom teachers. We provide quality professional development for 80 minutes once a month on Monday. We fill the Chancellor's Conference Days with meaningful professional development. Teachers attend professional development opportunities both inside and outside of the building. Our administrators attend training offered through ELI (Executive Leadership Institute) as well as other programs.

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.).

Most of the support being offered to the students includes teachers working with students before and after the regular school day. Per session hours are tracked efficiently by the school's payroll secretary. For example, teachers working with ELLs are compensated from an ELL TITLE III monies. Teachers working with students who need support to pass their current classes are compensated from Title I funds and Tax Levy funds. Other funding streams are used as appropriate in the school. Students in temporary housing are supported throughout the school year. School supplies, including book bags, lockers, and gym uniforms are provided to all students in temporary housing. The school houses both a RAPP (Relationship Abuse Prevention Program) and SPARK program(which deals with drug and substance abuse, among other issues.)

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

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.

Classroom Assessment: Teachers engage in subject specific inquiry groups to examine classroom practice as evidenced by various student work products. Teachers are able to improve their practice by working with their colleagues to increase student engagement. Teachers are given time during their C6 and on elect PD dates to work on these tasks. Per-session is also available to teachers who wish to work after school or on Saturday.

Regents: Assistant Principals Supervision use item analysis from Regents exams to differentiate instruction for students who need additional support to obtain a passing grade for a Regents exam.

MoSL: Teachers use item analysis from MoSL ELA to concentrate on areas where students need support. One of the goals for each student is to target one or two traits from the rubric and try to move them up one level.

TA Schools Only

Use of Program Resources

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

NA – We are SWP

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 SWP

**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;
- 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, School Quality Report, Learning Environment Survey Report;
- 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;
- providing parent association with their own room, furnished with phone, computers, printers and desks;
- 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
23. Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
24. 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).
25. Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community.
26. Supporting parental involvement activities as requested by parents.
27. 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:

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

22. 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 homework and submitting all assignments on time.
9. Following the school rules and being responsible for my actions.

2.

DBN: 11X455

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,149,311.79	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$16,652.00	X	See action plan

Title III, Immigrant	Federal	\$17,791.00	X	See action plan
Tax Levy (FSF)	Local	\$9,592,219.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this

program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 106
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 2
of content area teachers: 5

Describe the direct instruction supplemental program here and include the

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

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

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. We include all grade levels from grade 9 to grade 12. 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. All ESL students that fall short in one or more categories will be invited to participate in our Saturday Academy program.

Implementation includes:

Implementation of our Saturday Academy will allow us further opportunities to help at risk ELLs grades 10-12 to improve performance in the four core areas, and on state examinations. The Saturday Academy will run on 12/6/2014, 12/13/2014, 12/20/2014, 1/10/2015, 1/17/2015, 1/24/2015, 5/9/2015, 5/16/2015, 5/23/2015, 5/30/2015, 6/6/2015, 6/13/2015. The hours of the Academy will be from 10:00 AM - 1:00 PM. During the Saturday Academy content area teachers in 2 Math teachers (CC Algebra, Geometry), Science (Living Environment) and Social Studies (Global History, US History) will work with ELL students on preparing for the January and June Regents. 2 Certified ESL teachers will rotate through these classes to support the content area teachers in strategies and methods for the ELL students and to push in whenever necessary.

Our ESL teachers will focus a great deal on tier 2/academic vocabulary, and they will build thematic units that allow students to see how skills and content go together with certain threads. Our ESL teachers will translate directions in students' native language and place them next to the English-language directions; ESL teachers will help to develop additional materials for the content area teachers for example, 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

Part B: Direct Instruction Supplemental Program Information

language through their exposure to different content areas.

Students will be using Barron's regents review books purchased exclusively for the Saturday academy. Students will attend two different subjects during the Saturday academy and the schedule will be given to them by AP Frantova. Schedule will be developed using the STARS graduation analysis report 1.67. 63 students from grades 10-12 will be attending the Saturday academy for the purpose of preparing for January and June Regents.

9th grade Saturday academy will focus on strengthening students' academic language skills. 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.

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.

In our 9th grade population, when looking at our AMAO, one ESL teacher will work along with content area teachers with 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 beginner and intermediate students who are still struggling to acquire basic language skills.

Language of instruction will be English.

Materials we will purchase for Saturday academy will be Barron's regents review books.

Part C: Professional Development

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

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

Begin description here: Harry S Truman High School has instituted an ESL Academy in order to better serve the needs of its ELLs. This ESL Academy and the ESL Saturday academy include certified ESL teachers and certified content area teachers in social studies (US History, Global History), science (Living environment), and math(CC Algebra, Geometry). Our ESL teachers will lead workshops for our Saturday academy teachers on myriad topics, including classroom management and organization, improving academic rigor for ELLs and students with disabilities, data-driven instruction, and how to use multiple points of entry to enhance learning among students.

During our Saturday academy, as well as afternoon workshops, our ESL teachers will focus a great deal on tier 2/academic vocabulary, and they will build thematic units that allow students to see how skills and content go together with certain threads. Our ESL teachers will translate directions in students'

Part C: Professional Development

native language and place them next to the English-language directions; ESL teachers will help to develop additional materials for the content area teachers, for example, 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.

ESL workshop schedule and Topics:

September 3, 2014: Supporting ESL's Achievements: Oral language Unpacked

October 20, 2014: Disciplinary Literacy for ESL and QTEL strategies

November 17, 2014: Text complexity and technology resources for ESL students

December 8, 2014: What is Scaffolding?

January 12, 2014: Vocabulary Unpacked

February 9, 2014: Academic Language

March 16, 2014: Improving academic rigor for ELS students and using contextual clues

April 20, 2014: Data driven Instruction for ESL students

May 18, 2014: Use point of entry model to enhance learning among students

The workshops will be given once a month after school from 3:00-4:15 pm and during monthly, after school professional development meetings. ESL teachers and AP ESL will be the main providers for these workshops.

Ms. Frantova AP ESL and Ms. Rivera our (BESIS coordinator, ESL certified)) will also meet with the Saturday academy teachers on a weekly basis to review lesson plans and assist teachers with making decisions based on their reflections of their own pedagogy; these meetings will take place during the teacher's preparation periods. Mr. Sugar (one of our certified ESL teachers) will push into classes that will be identified by the AP to plan with the Saturday academy teachers and to work with the students in regular classroom settings to see their strengths and weaknesses in all three academic areas (Algebra, Science, and Social studies). This will help generating ideas and making the ESL Saturday academy cater to students' individual needs. This will be at no cost to Title III.

The ESL Academy (which consists of our 3 ESL teachers, a science teacher, social studies teacher and a math teacher) will serve as the school's main inquiry team; hence the teachers must meet regularly to discuss their target population and the students' progress. These meetings will take place once a month from 3:00-4:00 pm, separate and apart from the monthly professional development workshops (an additional 80 minutes a month). The inquiry process will serve as professional development so that teachers can examine student work to make decisions about student learning and their pedagogy (at no cost to Title III).

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs will be invited to attend three workshops. The first workshop will be in October 2014, the second in December 2014 and the third workshop will be in June 2015. The meetings will be after school from 6:00 to 7:30 PM or on a Saturday morning from 10:30 - 12:30 pm. Parents will meet with Joseph Ward, ESL Guidance Counselor and the ESL teacher team will also be available. The meetings' foci will be to assist parents with providing their children academic support at home, as well as informing them of graduation requirements and the importance of Regents examinations. In addition to the formal agenda, parents will also have the opportunity to speak with Ms. Frantova, AP ESL, Mr. Ward and the ESL teachers about their children's individual progress.

Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. AP ESL, ESL guidance counselor and the ESL teacher will be the primary providers for these workshops. Translation services for parents will be provided.

Topics for these workshops include:

October 2014: Using ARIS and Pupil Path to obtain their child's assessment data and identify areas of strength and weaknesses, Saturday academy Introduction.

December 2014: 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.

June 2014: ESL Family Day and planning for next school year (what worked and what did not work).

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 workshops most interest parents and align those to the current workshop offerings.

Parents will receive notification via mail, Pupil Path, and follow-up phone calls. 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: \$16652

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 	\$ 15655.41	<p>Direct Service of Students 5 Core teachers along with 2 ESL teachers will work with 106 ELL students on homework help, CALPS, reading and writing skills and Regents' Prep.</p> <p>5 core teachers and 2 ESL teachers will work with 106 ELL students</p> <p>7 Teachers x 12 Saturdays x 3 hours @ \$51.51 per hour = \$12,980.52</p> <p>The Saturdays in the fall are 12/6/2014, 12/13/2014, 12/20/2014, 1/10/2015, 1/17/2015, 1/24/2015 .</p> <p>The Saturdays in the spring are 5/9/2015, 5/16/2015, 5/23/2015, 5/30/2015, 6/6/2015, 6/13/2015.</p> <p>Assistant principal in charge of the Saturday ESL program</p> <p>1AP x 12 Saturdays x 3 Hours @ 52.84 per hour = \$ 1902.24</p> <p>Parent workshops:</p> <p>3 ESL teachers x 5 Hours @ \$ 51.51 per hour = \$ 772.65</p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		at no cost to Title III
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	\$ 696.00	Barron's regents textbooks and review books 150 books@ \$4.64 = \$ 696.00

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$16652

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"> • Must be clearly listed. 		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$ 200.59	Parent Workshops ELL Institute for Parents 3 Days (10/14, 12/14, 6/15) refreshments \$ 200.59
TOTAL	\$16,552	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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%
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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	Tot #
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	26		4	37		15	79		27	142

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	26	0	4	37	0	15	79	0	27	142
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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.

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 APof 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 APof 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 APof 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. **①**
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.

Part V: ELL Programming

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 ⓘ

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

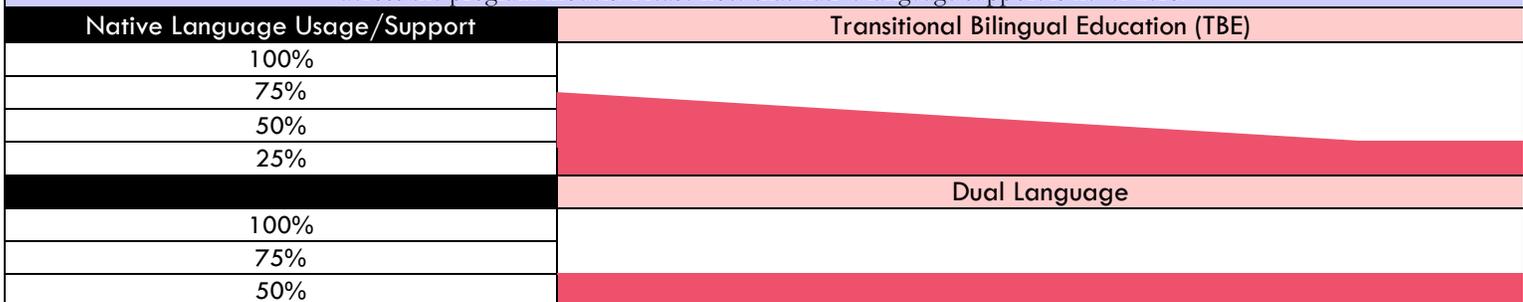
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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 April 25	Data and Assessment for Domain 4	Departmental Collegial Stations
1:12 to 2:50 April 28	Common Core Tasks Looking at Student Work	Departmental
2:55 to 4:15 May 16	Common Core Tasks Realignment Action Plan	Departmental
1:15 to 2:50 May 19	City Wide Expectations	Departmental
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.