



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **11X455**

**School Name:**                         **HARRY S TRUMAN HIGH SCHOOL**

**Principal:**                               **KERI ALFANO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Harry S Truman High School School Number (DBN): x455  
Grades Served: 9-12  
School Address: 750 Baychester Avenue, Bronx, NY 10475  
Phone Number: 718-904-5400 Fax: 718-904-5502  
School Contact Person: Evan Klein Email Address: eklein@schools.nyc.gov  
Principal: Keri Alfano  
UFT Chapter Leader: Michael Hayes  
Kim Robinson, Co-President  
Rodney Powell Jr. Co-President  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: Jacob Sugar, Teacher  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Diane Blyden, PA Vice President and Title 1 Parent Representative  
Student Representative(s): Andrea Morales Arauz  
Jenna Johnson

**District Information**

District: 11 Superintendent: Carron Staple  
Superintendent's Office Address: One Fordham Plaza, Bronx, NY 10458  
Superintendent's Email Address: cstaple@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: One Fordham Plaza, Bronx, NY 10458  
Director's Email Address: JRuiz2@schools.nyc.gov  
718-828-7776  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_



## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
(Staff 1) Keri Alfano, Principal	*Principal or Designee	
(Staff 2) Michael Hayes	*UFT Chapter Leader or Designee	
(Parent 1) Kim Robinson, Co-President	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
(Parent 2) Diane Blyden, PA Vice President and Title 1 Parent Representative	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Andrea Morales Arauz Jenna Johnson Chasare Allen	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
(Parent 3) Rodney Powell Jr. Co-President	Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Parent 4) Isabel Fletcher	PA / PTA President or Designated Co-President	
(Staff 3) Jacon Sugar	Teacher / SLT Chairperson	
	Member/	
	Member/	
(Staff 4) Walter Chadwick	Teacher/member/	
	Member/	

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### **Contextual information**

Truman features amenities seen elsewhere in city high school: 9 computer labs, photography studio, graphic design lab, classrooms with Interactive Smart Boards, Court Room, The Museum of Migrating People, Culinary arts rooms, television production studio, 1200 seat auditorium, Olympic size pool, cycling gym, weightlifting room, and a host of other gyms.

We offer comprehensive programs in Media Arts, Culinary Arts, JROTC, Pre-Engineering, and Law and Legal Studies.

Our Pre-Engineering program is one of only two screened programs in the school. The program needs to be screened due to the complexity of the electives we offer that require strong reading and math skills, excellent attendance, and an established dedication to education. The Pre-Engineering Program utilizes state-of-the-art computer equipment and software. We use project-based, hands-on experience to teach students the key elements and skills of engineering and technology-based careers. The pre-engineering program at Truman High School has added a third year. This program introduces students to basic design principles during the first year, simple robotic design the second year, and surveys the various fields of engineering the third year.

Air Force JROTC is our other screened program. The program needs to be screened due to the dedication required on behalf of the student cadets. The AFJROTC program at Truman High School is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration. The program requires strong reading and math skills, excellent attendance, and an established dedication to education. Cadets participate in summer leadership school, drill meets, field trips, parades, military ball, dining-out, model rocketry program, and the Kitty Hawk Air Society program

The Culinary Arts Program teaches students food preparation, restaurant management, hospitality and provides work based learning opportunities. The program offers partnerships with Monroe College, The Culinary Institute of America, and careers in the food services and hospitality industries. Our culinary students participate in America's Best High School Chef (sponsored by Monroe College); America's Best High School Pastry Chef (sponsored by Monroe College); Careers through the Culinary Arts Program (CCAP) scholarship competition; and Sports and Arts Iron Chef cook-off.

Our Business and Computer Technology program provides students with the opportunity to explore various career options including growth careers in the 21st century, including the use of current technology in today's marketplace. The program provides an option for students to focus on business or computer applications. Once a student completes a MOUS (Microsoft Office User Suite) certification course, he or she will be eligible to take the MOUS certification exam and earn a permanent MOUS certificate. Students can also earn college credit for this certificate. This is an advantage when seeking employment in a technologically oriented society. Students take the following courses while enrolled in Truman's Business and Computer Technology Program: Keyboarding, Microsoft Word, PowerPoint, Excel, Access, Webpage Design, General Business and Entrepreneurship

The Law Program fosters an appreciation of Law and Government while equipping students with strong analytical, reading, writing, and public speaking skills. Throughout the course of the program, students examine the many perspectives of law and government. Emphasis is placed on the importance of public service and civic involvement and participation. Students are encouraged to think critically, become problem solvers, and learn how to take and defend a position both orally and in writing. Students have an opportunity to gain valuable skills through mock trials, debate, law related internships and college pre-law courses. Students also utilize our full-size student-built courtroom for class debates, moot court and mock trial. The Law Program has earned awards including those from the We the People Constitutional Law Competition, the New York State Mock Trial Contest, the NYC Moot Court Competition, and The New York City Bar Association Negotiation Competition. Truman is also proud to have sent students to the International Moot Court Competition at the Hague in the Netherlands.

Our mission statement was updated in September 2015 year to reflect the new challenges our young men and women face as students and as citizens. "Harry S Truman High School promises to engage students in rigorous instruction, to ensure a safe and nurturing learning environment, and to graduate young men and women who are skillful problem solvers, creative thinkers and global citizens.

### **Student Populations**

Truman High School, located in the North East Bronx, is one of the last remaining large comprehensive high schools in the Bronx. According to the 2013 / 2014 New York State School Report Card we had 1911 students, 1142 (60%) male and 769 (40%) female. We had 53% Black or African American, 43% Hispanic or Latino, 2% Asian, 1% White and 1% American Indian. We had approximately 128 (7%) ELL students and 388 (20%) students with disabilities.

Truman High School is also Title I, with 65% of our students eligible for free lunch and 5% eligible for reduced lunch. Currently 113 students are designated as living in temporary housing, which can include a shelter or hotel.

### **Elements of the Framework for Great Schools**

#### **Rigorous Instruction:**

We are revamping our ELA Curriculum. We recently purchased *Collections* by Houghton Mifflin. The program helps to develop student abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. It uses: active and engaged learning with a blended digital and print approach; a balance of complex texts with collections of fiction, non fiction, and informational works; and provides a deeper learning approach through enhanced collaboration with interactive digital tools. Training on the new curriculum took place over the summer and will continue throughout the school year.

We have also instituted an ICT program in 9th grade English. This class was created to better serve the needs of our special education students. If the model is successful we will implement it in other subjects as well.

Our Students with Disabilities is one of our sub-groups that struggles with credit accumulation and regents exams. With the implementation of both programs we expect greater results for this group.

We will work to increase the use of teaching strategies to regularly include appropriate scaffolds, entry points and extensions that lead to higher-order thinking and opportunities for all students to engage in high levels of discussions that culminate in meaningful work products.

We will promote the use of assessment practices to further sustain the use of effective checks for understanding and student-self assessments, so that students are aware of their learning and teachers make thoughtful instructional adjustments at the classroom level, thus meeting the needs of all students.

We implemented a school wide assessment strategy "Show Your Card." The assessment can be used at any point during a lesson. It is a self guided self-assessment where students can show their level of understanding on a specific concept or idea during a lesson. This allows the teacher to gauge individual student understanding at any point and adjust their lesson accordingly.

### **Supportive Environment:**

We excelled in this category during the 2014 2015 school year. The principal has created a safe and supportive learning environment. As well as having the support of guidance counselors, our students also have access to counselors and social workers through the RAPP Programs, SPARK program, Sports and Arts in School Foundation counselors and social workers from the Morris Heights Health Center. All of the aforementioned programs are housed in our building.

### **Collaborative Teachers:**

We conduct monthly 80 minute long professional development workshops. The topics of the workshops arise from information that is gleaned during formal and informal teacher observations. Professional development opportunities are also offered during the school day in our Staff Resource Center. Our Staff Resource Center is lead by a seasoned teacher. She meets with teachers, helps to develop lesson plans and assessments, and conducts demonstration lessons. The Resource Center also contains computers, printers, copy machine and supplies for teacher use.

We have common prep periods for teachers in our different Academic Houses. This allows the teachers to collaborate on interdisciplinary lessons plans and assignments. It also allows them to discuss the students in their houses.

We also afford teachers the opportunity to participate in professional development that is conducted outside of the building during the school day, after school, on weekends and during holidays.

### **Effective School Leadership:**

The principal has a process in place focused on supporting all teachers and progress toward individual goals. Internal and external professional development is informed by the observation process of informal and formal observations. This is supported by supervisory co-led observations and individual supervisory monthly visits conducted by assistant principals. The principal also ensures that succession plans are designed to include peer support, such as lead teachers mentoring new teachers, and classroom intervisitations across and within departments to build instructional and professional capacity, resulting in leadership roles..

**Strong Family-Community Ties:**

The principal has multiple structures to support a culture of high expectations communicated to all staff members, students and families via online systems that transparently depict student progress, attendance and personal growth. A staff handbook, student handbook, and the weekly Tru-Connection newsletter set the expectations, and celebrate ongoing accomplishments and upcoming events. School Messenger and Text 100 afford immediate communication with the school community, including families, ensuring that everyone understands the expectations and in partnership are accountable for student progress leading to a path toward college and career preparation. Our students and parents also have access to Pupil Path / Skedula, an online program that provides students and parents with attendance and school records, as well as up to date classroom work and teacher grades.

**Areas of Focus**

We currently have the NYSED designation "Local Assistance Plan." On our 2013 2014 School Report Card we did not make our AYP in ELA for the following Student Groups: *All students, Black or African American, Hispanic or Latino, Students with Disabilities and Economically Disadvantaged*. For math we did not make our AYP in Mathematics for the following Student Groups: Hispanic or Latino, Students with Disabilities, and Economically Disadvantaged. Our four year graduation rate was 58%. We did not meet our graduation rate for the following groups: All Students, Hispanic or Latino, Students with Disabilities, Limited English Proficiency, and Economically Disadvantaged.

To better support our students in their ELA classes we have purchased the new 9th through 12th grade DOE recommended ELA Common Core Houghton Mifflin Harcourt curriculum titled *Collections*. We have instituted an ICT Program in several of our 9th grade ELA classes; our special education and ELL students utilize the Achieve 3000 program.

## 11X455 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	2067	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	81	# SETSS	16	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	24	# Music	10	# Drama	N/A
# Foreign Language	38	# Dance	N/A	# CTE	25
School Composition (2013-14)					
% Title I Population	62.2%	% Attendance Rate			87.2%
% Free Lunch	65.3%	% Reduced Lunch			4.7%
% Limited English Proficient	7.0%	% Students with Disabilities			20.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			52.1%
% Hispanic or Latino	42.7%	% Asian or Native Hawaiian/Pacific Islander			2.3%
% White	1.4%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)			7
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			9
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.1%	% Teaching Out of Certification (2013-14)			4.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)			6.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	43.3%	Mathematics Performance at levels 3 & 4			52.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.8%	% of 2nd year students who earned 10+ credits			57.1%
% of 3rd year students who earned 10+ credits	58.4%	4 Year Graduation Rate			65.8%
6 Year Graduation Rate	68.8%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>For the 2014 2015 school year we had 32 Highly Effective teachers, 56 Effective teachers and 4 Developing teachers. None of our teachers were rated ineffective. The 2014 2015 AAPR Overall Rating was 83 (Effective). The score was broken up: 52 (Measure of Leadership Practice), 15 (Measure of Student Learning) and 16 (Local Measure of Student Learning).</p> <p>We have 4 current teachers with a MOSL rating of Developing who have a Teacher Intervention Plan (T.I.P.)</p> <p>June 2016 will be the first year that we will have nearly 600 students sitting for the ELA Common Core exam. We purchased the <i>Collections</i> curriculum from Houghton Mifflin Harcourt as the primary teaching material for all ELA classes. The program connects directly to the ELA Common Core standards and will help to ensure that general education, special education and ELL student are prepared for the ELA Common Core regents. Extensive professional development will also be provided to the ELA teachers by HMH trainers.</p>		

To improve our success in Common Core Algebra we have engaged the National Training Network. NTN provided us curriculum guides that are mapped to Engage New York. NTN connected our math books to Engage New York. Our Freshman have two math classes -- Algebra prep and math enrichment. We also have a coach from the National Training Network who works with our math staff.

In October 2015, we implemented a school wide assessment strategy "Show Your Card." The assessment can be used at any point during a lesson. It is a self guided self-assessment where students can show their level of understanding on a specific concept or idea during a lesson. This allows teachers to gauge individual student understanding at any point and adjust their lesson accordingly. Professional development on the strategy was offered to all teachers during their preparation or C6r period.

Teachers within our academic houses were given common preparation periods to allow them to meet with one another to discuss specific students and concerns, to plan interdisciplinary projects, and to share best practices.

Common prep periods have been arranged horizontally among grade level and common courses. During this time teachers can plan common lessons, interdisciplinary lessons and common assessments.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our 4 teachers who received "Developing" during the 2014 /2015 school year will be rated "Effective" or "Highly Effective" as evidenced by formal observations and we will see a 5% increase from the prior year in the number of teachers rated "Highly Effective".

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• <b>By June 2016, 95% of teachers will engage in the collaborative inquiry process of teacher teams to develop rigorous common core aligned units of study that includes common benchmark assessments and performance tasks to ensure students success as evidenced by Danielson’s framework component 3c as utilized in the Advance teacher evaluation system.</b></li> </ul>	<p>All teachers</p>	<p>2015 2016 school year</p>	<p>Principal, Assistant Principals Supervision and school staff developer.</p>

<ul style="list-style-type: none"> <li>Teacher Intervention Plans (T.I.P.'s) will be created for the 4 teachers in with the MOSL "Developing" designation during the 2014 2015 school year.</li> </ul>	Developing teachers	2015 2016 school year	Principal, Assistant Principals Supervision and school staff developer.
<ul style="list-style-type: none"> <li>Select ELA teachers will attend professional development workshops in reference to the <i>Collections</i> Curriculum.</li> </ul>	6 ELA teachers.	Once a month during 2015 / 2016 school year	Assistant Principal English
<ul style="list-style-type: none"> <li>Math Teachers will attend professional development provided by National Training Network (NTN). NTN will also supply in house support to math teachers.</li> </ul>	All Math teachers	Throughout the 2015/2016 school year	Assistant Principal Mathematics
<ul style="list-style-type: none"> <li>We will utilize the School Messenger System to inform parents and guardians of academic and instructional opportunities available to all general education, special education and ELL students. These include: after school and weekend tutoring, PM school, lab make-up, college affiliation courses, and internships.</li> </ul>	All parents	2015 – 2016 school year	Principal, Assistant Principal Administration, Assistant Principal Pupil Personnel Services, SLT Chairperson, and PA President.

<p>To meet the particular needs of students with disabilities, English Language Learners, and other high-need student subgroups we will do the following:</p> <ul style="list-style-type: none"> <li>• For ELL we offer free standing classes for our entering and emerging students; we offer integrated ELL classes in science and ELA for all levels: entering, emerging, transitioning, expanding and commanding; we offer after an after school ELL Academy and Writing workshop; Achieve 3000 for entering and emerging students; and finally we offer a Saturday ESL Academy for Regents Prep.</li> <li>• For our students with disabilities we offer: ICT classes in ELA (implemented this year; comprehensive spectrum of special education services from A.C.E.S. (Academic Career and Essential Skills) to SETTS as an Indirect service; using the Ed Performance Assessment; Co-op Tech is once again active at in the school; tutoring and P.M. School is available for all students with disabilities.</li> </ul>	<p>SWD, ELL and at risk students</p>	<p>2015 – 2016 school year</p>	<p>Principal, Assistant Principals Administration, Assistant Principals Supervision, and all teachers</p>
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<ul style="list-style-type: none"> <li>For At-Risk students we offer AIS classes, Saturday and after school tutoring, PM school classes, and online classes through iLearn.</li> </ul>			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Common prep periods for teachers in each academy will be scheduled.</li> <li>A .4 time will be allotted for our staff developer to work with ineffective and developing teachers; she will also offer professional development opportunities to all interested teachers during the school day.</li> <li>Teachers will have access to the following resources: EdHelper, ReadWorks, Brain Pop, EngageNY, and Discovery Education to assist in designing lessons and assessments.</li> <li>We will utilize Pupil Path and School Messenger as means of parental outreach.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> <li>Formal and informal observations will be analyzed by assistant principals on a monthly basis.</li> <li>From the start of the school until February 1, 2016 professional development will target areas of weakness seen during these observations. Our staff developer, assistant principals, Department of Education staff and outside experts will conduct the workshops.</li> <li>T.I.P.'s will include: weekly meetings with assistant principal supervision to discuss lesson plans and classroom instruction, suggested resources that are available to teachers, visiting the classroom of effective and highly effective teachers to observe best practices, creating a time-line for improvement, etc.</li> </ul>										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>The following information is provided on the 2014 2015 School Survey: 86% of parents, 92% of teachers, and 72% of students were satisfied in regards to school culture.</li> <li>The school effectively uses support systems including guidance counselors, social workers, Morris Heights Health Center personnel, RAPP Coordinator, Sports and Arts in School Foundation Advisers, and Spark Coordinator to provide social and emotional support.</li> <li>The school is working on altering its intervention and de-escalation strategies. Currently we have 6 staff members trained on LSCI strategies. By June 2016, we will train an additional 6 staff members in a variety of intervention strategies.</li> <li>The school disseminates weekly newsletters to all staff members. Newsletter focuses on school highlights and achievements.</li> </ul>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2016, we will create and maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of all students and all adults (including parents/guardians) in order to increase students' ability to meet more rigorous curricula. This will be evidenced by principal suspensions decreasing by 5%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• During the 2015 – 2016 school year, we will create a team that will work collaboratively to implement a behavior system which will reduce the number of level</li> </ul>	<p>A cadre of select supervisors, guidance counselors, teachers and deans.</p>	<p>2015 2016 school year</p>	<p>Principal, Assistant Principal Pupil Personnel services and the Head Dean of Security.</p>

3 and 4 infractions by 25%.			
<ul style="list-style-type: none"> <li>Additional staff members will be trained on a variety of intervention and de-escalation strategies</li> </ul>	A cadre of select supervisors, guidance counselors, teachers and deans.	2015 2016 school year	Principal, Assistant Principal Pupil Personnel services and the Head Dean of Security.
<ul style="list-style-type: none"> <li>All schoolwide written and voice messages for parents dealing with intervention, de-escalation, discipline and programs offered by Truman will be printed and sent in both English and Spanish.</li> </ul>	All parents	2015 2016 school year	Principal, assistant principals and program chair .
<p>To meet the particular needs of students with disabilities, English Language Learners, and other high-need student subgroups we will do the following:</p> <ul style="list-style-type: none"> <li>For ELL we offer free standing classes for our entering and emerging students; we offer integrated ELL classes in science and ELA for all levels: entering, emerging, transitioning, expanding and commanding; we offer after an after school ELL Academy and Writing workshop; Achieve 3000 for entering and emerging students; and finally we offer a Saturday ESL</li> </ul>	SWD, ELL, and at risk students	2015-2016 school year	Principal, Assistant Principal, Administration, Assistant Principal Supervision, and all teachers

<p>Academy for Regents Prep.</p> <ul style="list-style-type: none"> <li>For our students with disabilities we offer: ICT classes in ELA (implemented this year; comprehensive spectrum of special education services from A.C.E.S. (Academic Career and Essential Skills) to SETTS as an Indirect service; using the Ed Performance Assessment; Co-op Tech is once again active at Truman High School; tutoring and P.M. School is available for all students with disabilities.</li> <li>For At-Risk students we offer AIS classes, Saturday and after school tutoring, PM school classes, and online classes through iLearn.</li> </ul>			
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>All freshmen and their parents will receive a hard copy of our student handbook which contains school regulations along with a description of all school courses and programs.</li> <li>Discipline codes will be provided to all students and parents during the school year. These are available in multiple languages in our Main Office and the Guidance Office.</li> <li>Truman's website provides a link to school rules and regulations.</li> <li>Additional staff members will be trained on a variety of intervention and de-escalation strategies.</li> <li>In-kind support will continue for SASF, BuildOn, Spark, RAPP and the Morris Heights Health Center to help them provide social, emotional and health support to our students.</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By February 2016, the number of principal suspensions will decrease by 5% from the previous year.
- By February 2016, at least three staff additional staff members will be trained on de-escalation and intervention strategies.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>85% of our students are entering the school with a level 1 or level 2 on the 8<sup>th</sup> grade ELA assessment exams. Our start of year 9<sup>th</sup> grade assessment indicates that our students have more difficulties in writing than in reading. In addition, we have nearly 20% of our students with an IEP and 8% are designated as ELL.</li> <li>We have implemented CTE courses for our 9<sup>th</sup> grade ELA special education students. This is a model that we hope to emulate for all subjects.</li> <li>Teachers participate in professional development activities that support curriculum and assessment development.</li> <li>In October 2015, we implemented a school wide assessment strategy "Show Your Card." The assessment can be used at any point during a lesson. It is a self guided self-assessment where students can show their level of understanding on a specific concept or idea during a lesson. This allows teachers to gauge individual student understanding at any point and adjust their lesson accordingly. Professional development on the strategy was offered to all teachers during their preparation or C6r period.</li> <li>New Common Core aligned curriculum, <i>Collections</i>, was purchased for ELA and for Algebra. Professional development for Curriculum is being offered throughout the school year.</li> <li>Teachers align instruction to carefully selected Common Core Learning Standards that address skills needed to complete assessment tasks within each unit of study. Students are provided with instruction that addresses multiple skill levels, and CCLS aligned goals are articulated through feedback that targets student reading and writing needs and supports specific points of entry based on formative writing assessments such as NYC Performance Task or Regents based base-lines.</li> <li>Teachers create a safe environment to support student learning and needs through CCLS aligned and arts based instruction that provides opportunities to explore content through multiple modes of engagement.</li> </ul>		

- Teachers use a variety of formative and summative data to monitor student learning and inform targeted changes within curriculum to address specific student needs.

### **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

- By February 2016, 85% of all students will demonstrate improvement in their writing skills with a focus on elaboration and transition as evidenced in the data analysis writing baseline and end line. The analysis will be derived from the NYC ELA Performance Task rubric focused on writing.

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### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• Inquiry Teams will be developed based on grade levels and subject. Following an agreed upon protocol, teachers and guidance counselors will work collaboratively in reviewing student work, identifying areas of strength and weaknesses and developing targeted teaching strategies</li> </ul>	<p>All teachers and guidance counselors .</p>	<p>Ongoing throughout the 2015 2016 school year.</p>	<p>Principal, assistant principal for English, and English teachers .</p>

to improve student writing skills.			
<ul style="list-style-type: none"> <li>BOY and EOY MOSL benchmark assessment will be administered in all English classes Results will be used to modify and guide instruction.</li> </ul>	All English teachers.	In October 2015 and May 2016	Assistant principal for English, and English teachers.
<ul style="list-style-type: none"> <li>Select ELA teachers will attend professional development workshops in reference to the <i>Collections</i> Curriculum.</li> </ul>	6 ELA teachers.	Once a month during 2015 / 2016 school year	Assistant Principal English
<ul style="list-style-type: none"> <li>Parents will be notified via the School Messenger and back packed letter of BOY and EOY Benchmark assessments. Parents will be asked to encourage their child to put serious effort into the assessment so as to provide us with an accurate baseline.</li> </ul>	All parents	2015 – 2016 school year	Principal, Assistant Principal Administration, Assistant Principal Pupil Personnel Services, SLT Chairperson, and PA President.
<ul style="list-style-type: none"> <li>ESL students will take BOY and EOY Benchmark Assessments in either their English class or in their ESL class.</li> </ul>	All ELL students.	2015 – 2016 school year	Principal, assistant principals, School staff developer, guidance counselors and school programmer.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per-session funds will be set aside for English teachers to grade the MOSL BOY and EOY assessments after school and weekends if necessary.
- Per-diem subs will be hired to cover teachers so they can grade the MOSL BOY and EOY during the school day.
- Funds will be set aside for supplemental *Collections* materials, such as additional books, book cases, and online license.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- MOSL Baseline Performance exams will be given to all students in ELA classes on October 27, 28 and 29. Results of the baseline will be used to monitor current level of students. Results will be analyzed and curriculum and classroom instruction adjusted accordingly.
- Fall term scholarship reports, yearly progress reports, New York State Report Card, and School Quality Report will all show improvement in student performance and progress.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>It is our core belief that if our teachers succeed then our students will succeed. Therefore, we have dedicated ourselves to the professional growth of our teachers. Our teachers attend professional development both inside and outside of the building throughout the school year. Seeing the need for enhanced literacy strategies inside the classroom we implemented a school wide assessment strategy "Show Your Card." The assessment can be used at any point during a lesson. It is a self guided self-assessment where students can show their level of understanding on a specific concept or idea during a lesson. This allows the teacher to gauge individual student understanding at any point and adjust their lesson accordingly.</p> <p>In addition, we make certain that our teachers have all the supplies they need in their classroom, in gym classes, in science labs, library, etc. All of our classrooms have interactive Smart Boards. We have 9 computer labs available to our teachers throughout the day. In short, we provide our teachers with whatever the resources they need to be successful in the classroom.</p>		

The school leadership has a clear vision of leading teachers to higher levels of effectiveness for higher student outcomes. Teachers have come on board and are beginning to work together to make this vision a reality. The principal has created an environment of a professional learning community by providing teachers with:

- Effective programming allowing academy teachers a common planning.
- Access to resources such as, Skedula online electronic grade book.
- Professional development schedule aligned with increased teacher effectiveness, student questioning and discussion techniques and the Danielson Framework for Teaching.
- A Teacher Resource center that is staffed by Themis Pappas, our school wide staff developer. She is available three periods a day to assist new and experienced teachers with lesson planning, curriculum alignment and teacher strategies. .

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2015-16 school year, the school leadership has created systems and structures for teacher teams and programming that will foster teacher and student growth so that student credit accumulation increases by 3% in all grade levels by June 2016.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• The principal will provide a professional learning structure which includes monthly professional developments focused on the school-wide Instructional Focus.</li> </ul>	<p>All teachers</p>	<p>2015 2016 school year</p>	<p>Assistant principals, master teacher and school staff developer.</p>
<ul style="list-style-type: none"> <li>• Several workshops during the school year will focus specifically on the needs of all at risk student populations,</li> </ul>	<p>All teachers</p>	<p>2015 2016 school year</p>	<p>Assistant principals, master teacher and school staff developer.</p>

including SWD and ELL.			
<ul style="list-style-type: none"> <li>All vital academic information will be posted on the Pupil Path program. All students and their guardians have access to the programs.</li> </ul>	All parents	2015 – 2016 school year	Principal, Assistant Principal Administration, Assistant Principal Pupil Personnel Services, SLT Chairperson, and PA President.
<p>To meet the particular needs of students with disabilities, English Language Learners, and other high-need student subgroups we will do the following:</p> <ul style="list-style-type: none"> <li>For ELL we offer free standing classes for our entering and emerging students; we offer integrated ELL classes in science and ELA for all levels: entering, emerging, transitioning, expanding and commanding; we offer after an after school ELL Academy and Writing workshop; Achieve 3000 for entering and emerging students; and finally we offer a Saturday ESL Academy for Regents Prep.</li> <li>For our students with disabilities we offer: ICT classes in ELA (implemented this year; comprehensive spectrum of special education services from A.C.E.S. (Academic Career and Essential Skills) to SETTS as an</li> </ul>	All SWD and ELL students.	2015 – 2016 school year	Principal, assistant principals, School staff developer, guidance counselors and school programmer.

<p>Indirect service; using the Ed Performance Assessment; Co-op Tech is once again active at Truman High School; tutoring and P.M. School is available for all students with disabilities.</p> <ul style="list-style-type: none"> <li>• For At-Risk students we offer AIS classes, Saturday and after school tutoring, PM school classes, and online classes through iLearn.</li> <li>• Accommodations will be made to ensure that Testing modifications are given to all eligible ELL and Students with Disabilities.</li> </ul>			
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Common preparation periods for academic houses where feasible</li> <li>• .4 teacher position dedicated to our staff developer which will allow her to conduct workshops and support teachers on a daily basis</li> <li>• Funds will be set aside so teachers can attend workshops both inside and outside of the school</li> <li>• 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. Additional, hours will be set aside if necessary.</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> <li>• Fall term scholarship reports, yearly progress reports, New York State Report Card, and School Quality Report will all show improvement in student performance and progress.</li> </ul>

- By February, 95% of our teachers will attend in school professional development workshops offered during and after the school day.
- HEIDI results for the 2015 2016 school year will indicate 95% of teachers are effective or highly effective.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>Based on the NYC School Survey, Truman will continue to strive to improve the family-community ties to create a supportive and collaborative environment to support student achievement.</li> <li>We keep in constant contact with parents via school messenger system, mailings, our website and Facebook page.</li> <li>The Pupil Path online portal is used to allow parents with constant information about their child's grades and class work</li> <li>Whenever feasible notices to parents are provided in multiple languages.</li> <li>We need to increase the number of parents / guardians who attend the Parents Association.</li> <li>We need to see an increase in the number of parents / guardians who attend Parent Teacher conferences.</li> <li>We run open houses for middle school students three times during the school year.</li> </ul>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By February 2016, parental involvement in P.A. and school events will increase by 25% as evidenced by the NYC School Survey, parental workshops and P.A. meetings.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• The School Leadership Team and the Parents Association will assist with school teams to bring together teachers, parents and community partners to increase parental involvement and</li> </ul>	<p>Teachers, students, parents and guardians.</p>	<p>2015 2016 school years.</p>	<p>Principal, SLT and parents association members.</p>

work collaboratively to identify new parent volunteer areas to address the needs of the school community.			
<ul style="list-style-type: none"> <li>Parents will receive monthly sessions at PTA meetings addressing current issues affecting their children. Issues such as prescription drug abuse, respect for all, relationship abuse prevention, social media, college readiness and blended learning have been scheduled for the school year.</li> </ul>	Parents and guardians	2015 – 2016 school year	Principal, PTA President
<ul style="list-style-type: none"> <li>School Messenger is set to send automated advance notifications to all parents for upcoming meetings.</li> </ul>	Parents and guardians	2015 – 2016 school year	Principal, PTA President

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Funds will be allocated for the 2015 / 2016 school year to continue the School Messenger phone system and Pupil Path program, both of which allow communication between the school staff and parents.</li> <li>Funds will continue to be allocated for the 2015 / 2016 school year for all staff members to make use of written translation services.</li> <li>Parents Association will be given a room to hold meetings and to provide computer and phone access.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- We will see a 5% increase in the number of our parents attending parent association meetings
- We will see a 5% increase in the number of parents attending parent teacher conferences
- We will see a 10% increase in the number of parents utilizing our Pupil Path system

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Student has failed the ELA Regents or Common Core Regents; or student did not take ELA Regents or Common Core regents when they were scheduled; also eligible are students who failed a class and need to make up the credit.	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 and PM school. ELA Regents tutoring is offered to General Ed, Special Ed and ESL students.	Full class instruction is utilized during the school day. PM school is 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 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.
<b>Mathematics</b>	Student has failed the Algebra Regents or Common Core Regents; or student did not take ELA Regents or Common Core regents when they were scheduled; also eligible are students who failed a class and need to make up the credit.  85% of freshman enter at level 1 or level 2 on the 8th grade State math assessments.	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	Full class instruction is utilized during the school day. PM school is 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. 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>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 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.</p> <p>Also, with more than 85% of our students coming in at level 1 and 2 on the 8th grade State math exam we require all freshmen students to take a math literacy course. This is in addition to their Common Core Algebra course.</p>		
<p><b>Science</b></p>	<p>Student has failed the Living Environment Regents; also eligible are students who failed a class and need to make up the credit. Students who still need to fulfill required hours of labs.</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 –</p>	<p>Full class instruction is utilized during the school day. PM school 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>

		<p>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 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><b>Social Studies</b></p>	<p>Student has failed the Global or US History Regents; or student did not take the regents when they were scheduled; also eligible are students who failed a class and need to make up the credit.</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</p>	<p>Full class instruction is utilized during the school day. PM school is 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>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>

		<p>offered to General Ed, Special Ed and ESL students.</p> <p>The Academic Intervention Services in US History are 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><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All general education, special education, and ELL students in social, emotional or academic need.</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. They are especially involved with at risk students and will set up meetings and intervention plans for students who are</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>

		<p>failing one or more classes.</p> <p>Psychologists are called in to assess emergency situations, suicidal ideations and 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>		
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**Section 7: Title I Program Information**

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<p>The school hosts Teaching Fellows during Summer School, allowing us to work with teachers who have been vetted 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. Potential candidates go through a two level interview process along with a required demonstration lesson.</p> <p>Truman High School provides its teachers with a myriad of resources to increase teacher effectiveness and improve student outcomes. Newly hired teachers are provided a mentor that meets weekly with them and addresses any and all questions that may arise. Our school staff developer also works with new teachers on lesson planning, instruction, and educational strategies.</p> <p>The principal and departmental assistant principals visit the teachers' classrooms at least once per month and provide meaningful feedback and next steps for improved classroom instruction. Professional development is provided for all new teachers both in house and offsite.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>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 throughout the school year. Our administrators attend training offered through ELI (Executive Leadership Institute) as well as other programs. We also have a Staff Resource Center, where teachers can go for assistance with lesson planning and other academic needs.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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/information, early intervention services, etc.).

**4b. 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.

We have a MOSL committee that will choose the Local and States measures that would best represent our school. The committee consists of five assistant principals and five UFT members. Once chosen the measures are shared with the entire staff.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,225,848.00	x	10 - 12, 15, 16-41, 42-46

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	10 - 12, 15, 16-41, 42-46
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	10,726,390.00	x	10 - 12, 15, 16-41, 42-46

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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):** To 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:** To 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 an 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.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Parent Involvement Policy (PIP)**

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 the school. Harry S Truman High 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 the school and the families. The 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 the school community. Harry S Truman High 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 the school community;
- providing 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;
- being cognizant of students with special needs and will alter lesson delivery to meet their needs as outlined on their Individual Education Plans;
- being cognizant of English Language Learners and alter lesson delivery to meet their specific needs.
- providing parents with daily information about their child by using the Pupil Path program
- providing parents reasonable access to staff;

- involving parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- providing 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;
- respecting cultural, racial and ethnic differences;
- offering high quality instruction in all content areas.

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1 st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- support or host Family Day events;
- provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress;

## School-Parent Compact (SPC)

Harry S Truman High 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 on assessments.

### **I. School Responsibilities**

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1 st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- 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;
- 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;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- 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);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- 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;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## II. Parent/Guardian Responsibilities:

- checking Pupil Path program on a daily basis;
- listening to messages left via the School Messenger system.
- monitoring my child's attendance and ensuring that my child arrives to school on time as well as follows the appropriate procedures to inform the school when my child is absent;
- ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- checking and assisting my child in completing homework tasks, when necessary;
- setting limits to the amount of time my child watches television, plays video games, texts and using cell-phone and or tablet device;
- promoting positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encouraging my child to follow school rules and regulations and discuss this Compact with my child;
- volunteering in my child's school or assist from my home as time permits;
- participating, as appropriate, in the decisions relating to my child's education;
- communicating with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- responding to surveys, feedback forms and notices when requested;
- becoming involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- 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;
- 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;
- visiting my child's teachers during parent / teacher conferences.

## III. Student Responsibilities:

- attending school regularly and arrive on time;
- completing my homework and submitting all assignments on time;
- following the school rules and being responsible for my actions;
- showing respect for myself, other people and property;
- trying to resolve disagreements or conflicts peacefully; always try my best to learn;
- completing homework every day and ask for help when needed;
- reading at least 30 minutes every day outside of school time.
- providing to parents or the adult who is responsible for my welfare all notices and information received from the school;
- acting in a respectful manner to fellow students and all adults in the building;
- following student rules as outlined in the NYCDOE Discipline Code;
- following Harry S Truman's High School cell-phone policy.

**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: <u>Harry S Truman HS</u>	DBN: <u>11X455</u>
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: <u>106</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>5</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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 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.

## Part B: Direct Instruction Supplemental Program Information

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' 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

### Part C: Professional Development

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)	<u>\$15655.41</u>	<u>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. 5 core teachers and 2 ESL teachers will work with 106 ELL students 7 Teachers x 12 Saturdays x 3 hours @\$51.51 per hour = \$12,980.52 The Saturdays in the fall are 12/6/2014, 12/13/2014, 12/20/2014, 1/10/2015, 1/17/2015,</u>

**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.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		<u>1/24/2015 .</u> <u>The Saturdays in the spring are 5/9/2015, 5/16/2015, 5/23/2015, 5/30/2015, 6/6/2015, 6/13/2015.</u> <u>Assistant principal in charge of the Saturday ESL program</u> <u>1AP x 12 Saturdays x 3 Hours</u> <u>@ 52.84 per hour = \$ 1902.24</u> <u>Parent workshops:</u> <u>3 ESL teachers x 5 Hours</u> <u>@ \$ 51.51 per hour = \$ 772.65</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	-	<u>at no cost to Title III</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$ <u>696.00</u> <u>0</u>	<u>Barron's regents textbooks and review books</u> <u>150 books@ \$4.64 = \$ 696.00</u>

**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.
Educational Software (Object Code 199)	—	
Travel	—	
Other	<u>\$ 200.59</u>	<u>Parent Workshops</u> <u>ELL Institute for Parents</u> <u>3 Days (10/14, 12/14, 6/15)</u> <u>refreshments \$</u> <u>200.59</u>
<b>TOTAL</b>	<b><u>\$16,552</u></b>	

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

**Part I: School ELL Profile**

**A. School Information**

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>455</b>
School Name <b>Harry S Truman High School</b>		

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

Principal <b>Keri Alfano</b>	Assistant Principal <b>Petra Frantova</b>
Coach <b>T. Pappas</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>J. Ward, B. Moye</b>
Teacher/Subject Area <b>K. Azer, Living Environment</b>	Parent <b>I. Fletcher</b>
Teacher/Subject Area <b>W. Beauzile, Earth Science</b>	Parent Coordinator <b>,type here</b>
Related-Service Provider <b>C. Willie - Lawes</b>	Borough Field Support Center Staff Member <b>R. Petrone</b>
Superintendent <b>C. Staple</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>5</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>2133</b>	Total number of ELLs	<b>103</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	103	<b>Newcomers</b> (ELLs receiving service 0-3 years)	53	<b>ELL Students with Disabilities</b>	46
<b>SIFE</b>	19	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	18	<b>Long-Term</b> (ELLs receiving service 7 or more years)	32

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	13	1	2	1	1	1	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	40	14	7	17	3	11	32	0	25	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										49	22	14	3	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										2	3	2	0	0
Urdu										1	0	0	0	0
Arabic										2	0	0	0	0
Haitian										0	0	0	0	0
French										1	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										2	0	0	0	0
Other Fulani										2	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										17	0	2	1	0
<b>Emerging</b> (Low Intermediate)										4	3	3	0	0
<b>Transitioning</b> (High Intermediate)										8	3	4	1	0
<b>Expanding</b> (Advanced)										21	19	8	1	0
<b>Commanding</b> (Proficient)										7	15	4	3	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										6	8	15	2	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	30		10	
Integrated Algebra/CC Algebra	95		36	
Geometry/CC Algebra	9		7	
Algebra 2/Trigonometry Math _____	2		1	
Chemistry	2		0	
Earth Science	15		4	
Living Environment	88		38	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	34		16	
Geography				
US History and Government	58		30	
LOTE	5		5	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 In order to assess the early literacy skills of our ELLs, we use teacher created assessments. Regardless of the last time the student took the NYSESLAT exam, 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. Across each level, students struggle with academic language and with writing across the content areas. Our school also uses the computer program Achieve 3000 to consistently monitor the changes in their lexile levels, both for better and for worse. This information allows us to update and scaffold both our lessons and teacher-created assessments to meet each individual student's needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across NYSESLAT and the teacher created assessment reveal that students struggle acquiring academic language. It is difficult for them to understand it in different contexts and 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Each member of the ENL team, including the assistant principal, uses the AMAO to focus 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 to acquire 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 ENL program who do not speak a language other than English. These students 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, as well as acquire academic language.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4a. Most of our ELLs are in the 9th grade. Within that 9th grade group, several under-credited ELLs with disabilities. In addition to academic support, all 9th graders—whether true cohort 19 or under-credited ELLs—are receiving academic and social-emotional support from the ENL teachers and the 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new 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 ENL strategies in the content areas. 20 % of our yearly professional development will address the needs of ENL population. We also encourage communication between the content area teachers and the ENL teachers so that ENL teachers can support and frontload material for ELLs. Moreover, we have programmed the ENL teachers and the content area 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 target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

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 ENL, the enl 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. We create individual goals for each student every semester, to enable success and growth in small steps towards graduation as the overall goal.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Upon initial enrollment at Truman HS of any first time entrant into the New York City Public School System, (or for a student who left NYC PS for 2 continuous years) our Pupil Personnel Secretary, Ms. Cuttita, will contact Dr. Petra Frantova, AP of ENL, when students come to our school to register. Dr. Frantova will administer the Home Language Identification Survey and conduct an oral interview in both English and the child's native language. Both the child and parent, and an interpreter, if necessary, will be present. Any one response to questions 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." Consequently, the AP of ENL flags the student as eligible for the NYSITELL exam in both English and the student's native language. Also, Dr. Frantova or the members of the LPT will review any available school work from the student's previous school. A copy of all of the aforementioned documents will be placed in the student's permanent record. If a child does need English-language acquisition support, then the AP of ENL will present the parent with the DOE video that explains the three options for English-language support.

If a parent is interested in the Free standing/Push IN ENL program at Truman High School, we will continue with the evaluation process. If the parents are not interested in an ENL program, we will make another program available for them, given that the minimum number of students is met as per ASPIRA consent Decree and the CR Part 154 mandates. Based upon the results of the above evaluations, the LPT will determine whether or not a student should take the NYSITELL. If the student is determined as needing

the NYSITELL, the test will be administered and scanned/uploaded into ATS within 10 days of student enrollment. Results of the Exam will be provided in writing to parents within 5 days. Within 5 school days of ELL determination, the school will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). The notification will be either an letter of Entitlement of ENL services, a letter of non-entitlement or a letter of continued entitlement written in English and the home language indicated on the student's home survey. Note: Students that qualify for the Spanish Lab will take this exam within the same 10-day period as the NYSITELL.

If a parent chooses free standing ENL, then the child will take the NYSETILL within their first ten days of school by Ms. Melissa Rivera, a licensed ENL teacher. In the event that AP of ENL or Ms. Melissa Rivera are unavailable for administering of the HLIS, NYSITELL, oral interview, or Spanish Lab, the other certified ENL teachers, Mr. Jacob Sugar and Ms. Nancy Farley, are trained in the process of administering the HLIS and the NYSITELL. The exams are scanned at the school by Ms. Melissa Rivera and the AP of ENL to determine the student's level of English proficiency following the guidelines of regulations described under CR-154. If the student scores below proficiency, then the student is classified as an ENL.

The student will be annually tested using the NYSESLAT to assess the proficiency in English. The AP of ENL 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 NYSITELL 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 ENL certified teachers, Nancy Farley, Jacob Sugar, and Melissa Rivera, as well as the AP of ENL, collaborate to schedule individual testing of students in the speaking portion of the NYSESLAT, as well as testing in the other sections. Make-ups are scheduled for any student who was absent during any portion of the exam. If the student scores below proficient/commanding 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/commanding level.

A student that enters Truman High School from a separate NYS school within the last 2 years will have their school contacted by AP Frantova or Pupil Personnel Secretary, Ms. Cuttita. We will request: Home language code and copy of the Home Language Identification Survey used; LAB-R score and proficiency level; NYSITELL score and proficiency level; NYSESLAT score and proficiency level; SIFE status; any appropriate IEP documentation.

Parents are advised in the above correspondence in English and listed home language, by certified mail, that they have 45 days to appeal the ELL determination decision.

Truman High School will make every effort to provide documents and support to parents for the first 10 school calendar days after enrollment. Certified Mail, Phone Calls and Home Visits, if necessary are utilized for this purpose.

If a parent or teacher believes that a re-evaluation of ELL status is necessary a request can be made for a re-evaluation within 45 school days of enrollment. Such request must be in writing and at the request of the parents. The re-evaluation must be conducted within 10 school days of the school receiving the request. At the conclusion of a re-evaluation, Truman High School will make every effort to provide documents and support to parents for the first 10 school calendar days after evaluation, should a change in status occur. Certified Mail, Phone Calls and Home Visits, if necessary are utilized for this purpose.

Between 6 to 12 months after a re-evaluation, principal Alfano, a qualified staff member and the student's parent will discuss the impact (positive or negative) of the re-evaluation process on the student. If the group decides to reverse the re-evaluation, this reversal must be approved by the Superintendent. Notice will be sent to parents in dual languages within 10 business days of the decision.

Each Spring, Truman High School will administer the NYSESLAT exam to all ELL students. Those students who will continue to receive services will be sent a Continuation of Services Entitlement Letter sent to the parents via certified mail by September 15th. Students who test proficient/commanding are eligible to receive "push-in" instruction with an ENL Teacher for two years after being determined "commanding" via Spring NYSESLAT score.

The above description references the following people:

Dr. Petra Frantova, Assistant Principal of ENL and Science. She is an administrator, licensed by NYS.

Jacob Sugar, tenured English as a New Language Teacher licensed in TESOL.

Nancy Farley, tenured English as a New Language teacher licensed in both Spanish and TESOL.

Melissa Rivera, English as a New Language teacher. She is licensed in Special Education and TESOL.

Mary Cuttita, our school's Pupil Personnel Secretary. She handles all student records, and is experienced in outreach and issues of compliance with NYS Department of Education.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 days of enrollment, the school will make a determination of SIFE status. Ways of determination include the SIFE Questionnaire designed by the NYS Department of Education, provided to parents in English and their home language at the time of enrollment. Also, during the entrance interviews conducted of all students, we ask questions to determine any gaps in a student's educational history. Moreover, when available, we analyze student work provided by the parents or previous school district(s). For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we will also administer the Literacy Evaluation for Newcomer SIFE (LENS).

We will contact parents via certified mail, in home language and in English about any determination that a student has a SIFE status. Parents and the school will have up to 1 year to alter or correct this determination.

The school will make a SIFE determination for any student who is in 9th grade, and/or is a newly designated ELL; and/or scores at an emerging or below level on the NYSITELL.

This determination will be discussed by the LPT within 30 days of the student's enrollment..

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

The Language Proficiency Team consists of: Petra Frantova, AP of ENL; Melissa Rivera: a dual-certified ENL and Special Education Teacher; Ms. Willie, AP Special Ed; Mr. Joseph Ward, the designated councilor for the ESL Department; and the parent of the child.

Upon initial enrollment of any first time entrant into the New York City Public School System, (Or for a student who left NYC PS for 2 continuous years) our Pupil Personnel Secretary, Ms. Cuttita, will contact Dr. Petra Frantova, AP of ENL, when students come to our school to register. Dr. Frantova will administer the Home Language Identification Survey and conduct an oral interview in both English and the child's native language. Both the child and parent, and an interpreter, if necessary, will be present.

When a student enters the school with both an IEP and is listed with a home language other than English, the Language Proficiency Team is formed to evaluate the student's need for ENL services and/or how to accommodate their needs according to the IEP. This evaluation occurs if the student is a new entry to the NYS DOE, or was out of the school system for 2+ years. The LPT makes an evaluation and notifies parents of their decision within 10 days of student enrollment. Timeline to accept or reject LPT recommendation is 20 days.

Using a translation service, if necessary, the LPT will interview the parent to determine the kind of accommodations needed by the newly entered student. The LPT will also review the student's academic records and permanent file from previous school(s) if available.

If, after the aforementioned process, the student is deemed to be evaluated for ENL services, the LPT will administer evaluation for ENL services, as outlined in #1, above.

If, during the course of a student's enrollment at Harry S. Truman High School, they are evaluated for an IEP (where one did not exist during the time of enrollment & evaluation for ENL services) and found to need accommodations under an IEP, the LPT will evaluate the student's ENL profile and provide academic accommodations as prescribed in the IEP.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

If the student is determined as needing the NYSITELL, the test will be administered and scanned/uploaded into ATS within 10 days of student enrollment. Results of the Exam will be provided in writing to parents within 5 days. Within 5 school days of ENL determination, the school will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). The notification will be either an letter of Entitlement of ENL services, a letter of non-entitlement or a letter of continued entitlement written in English and the home language indicated on the student's home survey. Note: Students that qualify for the Spanish Lab will take this exam within the same 10-day period as the NYSITELL.

Truman High School will make every effort to provide documents and support to parents for the first 10 school calendar days after enrollment. Certified Mail, Phone Calls and Home Visits, if necessary are utilized for this purpose.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

If a parent or teacher believes that a re-evaluation of ELL status is necessary can request a re-evaluation within 45 school days of enrollment. Such request must be in writing and at the request of the parents. The re-evaluation must be conducted within 10 school days of the school receiving the request. At the conclusion of a re-evaluation, Truman High School will make every effort to provide documents and support to parents for the first 10 school calendar days after evaluation, should a change in status occur. Certified Mail, Phone Calls and Home Visits, if necessary are utilized for this purpose.

Between 6 to 12 months after a re-evaluation, principal Alfano, a qualified staff member and the student's parent will discuss the impact (positive or negative) of the re-evaluation process on the student. If the group decides to reverse the re-evaluation, this reversal must be approved by the Superintendent. Notice will be sent to parents in dual languages within 10 business days of the decision.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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Truman High School will make every effort to provide documents and support to parents for the first 10 school calendar days after enrollment. Certified Mail, Phone Calls and Home Visits, if necessary are utilized for this purpose. Within the materials, we send pre-addressed envelopes to return materials, as well as invitations for the parent(s) to come to the school and work with a staff member to complete the materials. We send materials in the language(s) anticipated to be spoken at the student's home as well as in English language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Upon initial enrollment of any first time entrant into the New York City Public School System, (Or for a student who left NYC PS for 2 continuous years) our Pupil Personnel Secretary, Ms. Cuttita, will contact Dr. Petra Frantova, AP of ENL, when students come to our school to register. Dr. Frantova will administer the Home Language Identification Survey and conduct an oral interview in both English and the child's native language. Both the child and parent, and an interpreter, if necessary, will be present.

The required paperwork, if at all possible, is completed by the parent at the time of enrollment. Also at this time, the AP of ENL will present the parent with the DOE video that explains the three options for English-language support. A parent interested in ENL services will retain their child at Harry S Truman High School. If the parents are not interested in an ENL program, we will make another program available for them, given the minimum required number of students is met as per ASPIRA consent Decree and the CR Part 154 mandates (20 students in the same grade speaking the same language).

Truman High School will make every effort to provide documents and support to parents for the first 10 school calendar days after enrollment. Certified Mail, Phone Calls and Home Visits, if necessary are utilized for this purpose. Within the materials, we send pre-addressed envelopes to return materials, as well as invitations for the parent(s) to come to the school and work with a staff member to complete the materials. We send materials in the language(s) anticipated to be spoken at the student's home and English language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Upon initial enrollment of any first time entrant into the New York City Public School System, (Or for a student who left NYC PS for 2 continuous years) our Pupil Personnel Secretary, Ms. Cuttita, will contact Dr. Petra Frantova, AP of ENL, when students come to our school to register. Dr. Frantova will administer the Home Language Identification Survey and conduct an oral interview in both English and the child's native language. Both the child and parent, and an interpreter, if necessary, will be present.

The required paperwork, if at all possible, is completed by the parent at the time of enrollment. Truman High School will make every effort to provide documents and support to parents for the first 10 school calendar days after enrollment. Certified Mail, Phone Calls

and Home Visits, if necessary are utilized for this purpose. Within the materials, we send pre-addressed envelopes to return materials, as well as invitations for the parent(s) to come to the school and work with a staff member to complete the materials. We send materials in the language(s) anticipated to be spoken at the student's home.

Outstanding letters and file materials are tracked for each and every ENL student. Any outstanding materials will attempt to be acquired by the aforementioned methods.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification letters are sent to parents via certified mail, and tracked for each and every ENL student. Students is also given a copy of the letter to bring the letter home to their parents. If necessary, Certified Mail, Phone Calls and Home Visits, are utilized for this purpose. Within the materials, we send pre-addressed envelopes to return materials, as well as invitations for the parent(s) to come to the school and work with a staff member to complete the materials. We send materials in the language(s) anticipated to be spoken at the student's home and English language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Upon completion, the AP of ENL collects the form, makes a copy to keep on file in the ENL department files, and places original in the student's Cumulative Record. School staff secure the Parent Surveys 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 originate 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 ENL department files.
11. 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. All parents are contacted via telephone and Certified Letter about the testing schedules. Correspondence is provided in the students' home languages. The ENL teachers then work together to create a testing schedule for the NYSESLAT without taking the students out of their four major courses. The ENL teachers each test a group of students who are not on their rosters. ENL teachers track each section daily, and determine which students require a make-up testing day for each test section.

The student will be annually tested using the NYSESLAT to assess the proficiency in English. The AP of ENL 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 NYSITELL 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 ENL certified teachers, Nancy Farley, Jacob Sugar, and Melissa Rivera, as well as the AP of ENL, collaborate to schedule individual testing of students in the speaking portion of the NYSESLAT, as well as testing in the other sections. Make-ups are scheduled for any student who was absent during any portion of the exam. If the student scores below proficient/commanding 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/commanding level.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Within 5 school days of ELL determination, the school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which are available for download:
  - Entitlement Letter
  - Non-Entitlement Letter
  - Continued Entitlement Letter

If the student is 18 years or older, the student must also receive a copy of the letter. Dated and signed letters must be retained in the student's cumulative folder. Continued entitlement and continued service letters will be provided as soon as the staff of Harry S Truman high school has the relevant data/determinations to give parents. Besis coordinator and the AP of ENL work together to generate the score reports from SEDAS files and print the continuing services letter from the DOE website. Students are given the report in the classroom by their teachers. Teachers explain the meaning of the reports. The second copy is mailed home to the parents including the home language translation, if possible.

Truman High School will make every effort to provide documents and support to parents for the first 10 school calendar days after receiving said data. If materials are returned with wrong address notification, we make every effort to get the new address the adjust information in ATS.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Nearly 100% of our parents choose ESL as their program choice. If parents begin to request a different program, the our ENL team will examine the request and plan on how to implement a new program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
- Our freestanding ENL program has a homogeneous population and students travel together in group based on their needs. Our students tend to struggle with Algebra and Living Environment as freshmen. In order to pro-actively approach this recurring problem, our ninth grade ENL students will receive a literacy/skills course in Algebra five days per week. To support our struggling population in Science classes, our Push In model keeps students grouped together grouped based on their Science needs. During this period, Ms. Farley, Ms. Rivera, or Mr. Sugar will push-in to these classes to aid students in acquiring the content knowledge and vocabulary skills necessary to pass their classes and Regents Examinations.
- Entering students will receive 360 minutes of freestanding ENL and 180 minutes of integrated ENL in Science/ELA  
 Emerging students will receive 180 minutes of freestanding ENL and 180 minutes of integrated ENL in Science/ ELA.  
 Transitioning students will receive 180 minutes of freestanding ENL and 180 minutes of integrated ENL in Science/ ELA.  
 Expanding students will receive 180 minutes of integrated ENL in Science/ ELA.  
 Commanding students will receive 180 minutes of integrated ENL in Science/ ELA.
- b. TBE program. *If applicable.*  
 N/A
- c. DL program. *If applicable.*  
 N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
- The school ensures the mandated number of instructional minutes is delivered in each program model with very precise scheduling and planning. ENL teachers will maintain freestanding ENL classes as well as support in students' content area classes. ENL teachers will push-in to content area classes and work with content area teachers to discuss how they will be best utilized, and how to provide the best support to each individual student.
- Entering students will receive 360 minutes of freestanding ENL and 180 minutes of integrated ENL in Science/ELA  
 Emerging students will receive 180 minutes of freestanding ENL and 180 minutes of integrated ENL in Science/ ELA.  
 Transitioning students will receive 180 minutes of freestanding ENL and 180 minutes of integrated ENL in Science/ ELA.  
 Expanding students will receive 180 minutes of integrated ENL in Science/ ELA.  
 Commanding students will receive 180 minutes of integrated ENL in Science/ ELA.

3. Describe how core content is delivered in each program model. 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 ENL program is cross-curricular. The ENL teachers get their content from teachers in the different content areas in English. 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. At the end of each week, students work with the teacher to program themselves for new stations for the upcoming week. This allows students to see their growth, or lack thereof, at the end of each week. This method of evaluation allows students to work at their own pace and the teacher to supply lessons with the appropriate amount of rigor for each individual child. It also holds students accountable for their work. ENL teachers and content area teachers have a common planning time to discuss students' needs.

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

ENL and content area teachers have the opportunity to Upon arrival, students are given the option of taking the LAB-R in their home language if they choose. Students also have the option of take the LOTE in their home language. Students with the home language Spanish are always programmed for Spanish classea and are encouraged to take the LOTE exam. ENL teachers and content area teachers work together to develop materials in various languages to support student learning i various content areas.

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. 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. Students work in groups everyday, after engaging in a whole-group discussion, in order to ensure that they are enhancing their speaking and social skills.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 ENL classes, are provided with both after school and Saturday Regents-prep academy and Writing workshops 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 after school academy with the aforementioned group of students. These students continue to be allowed extra time on state exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

If a student has been re-identified as non-ELL, their progress will be monitored by ENL teachers to ensure that the decision was correct. If a student begins to struggle with his or her new classes, ENL teachers will continue to work with and support students, to

make sure that they are simply not overwhelmed by the transition. If ENL teachers decide, after the appropriate amount of time

has passed, that this student should still be receiving ENL services, Principal Alfano will be notified and may decide to pursue reversing the student's status.

8. 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. We 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 an array of graphic organizers, guided questions, text chunking, jigsaw reading, 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. Conversation is also a focal point of ENL classes. Students are encouraged to work in groups and discuss topics with each other to enhance their speaking skills and content knowledge. Teachers will often pair students using a self-rating scale (1-4) of how well students can answer a certain question relating to a core content subject area. Using this scale, students who rated themselves as a 4 will work with students who rated themselves as a 1, and students at levels 2 and 3 will work together. This allows students to work together, learn from each other, enhance speaking skill and usage of academic language, and/or reinforce what they already know. Our ENK-SWD population receives all their services according to their IEP mandate. One of our ENL teacher is also certified as a special education teacher. She is the mandated ENL teacher for our ENL-SWD population in our stand alone ENL classes. The rest of the integrated ENL services are provided in their regular SWD classes and our ENL teacher are providing a Push -In service in their classes.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL teachers is dual-certified in ENL and special education, and she makes IEP goals part of the students' weekly contracts.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

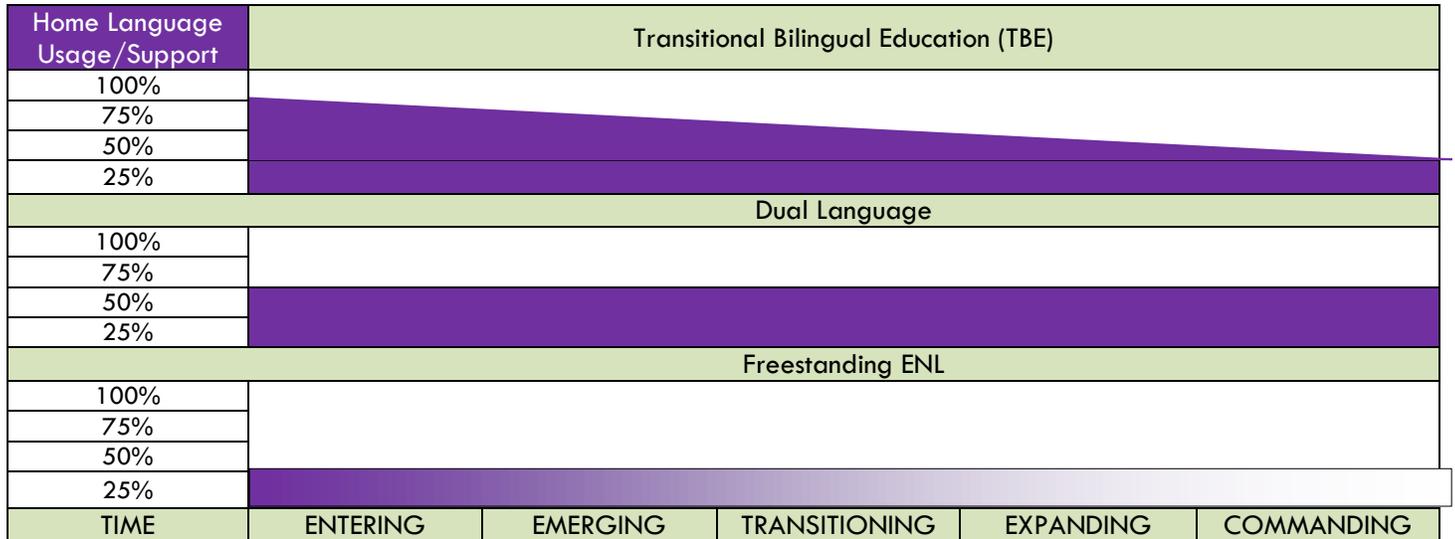


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
Our ENL students are provided with many intervention programs. During the school day, we offer both freestanding ENL and push-in ENL and additional literacy classes for core content areas. We also offer Afterschool ENL academy, Afterschool writing workshop,, Saturday regents academy, and small group instruction during lunch periods. All these intervention services are provided in English language and some days in Spanish language as well.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
As of last year, 29 of our ENL students tested out of the program and more than 65% moved up one or more levels in the 2014-2015 school year, as per NYSESLAT. However, we see that ENL graduation rate in our school is below the overall graduation rate and the Hispanic population is one of the groups not meeting the AYP. Our students need more social and emotional support and support in various content areas. Therefore, we are providing our teachers with more PD and ENL strategies and asking the ENL teachers to help content area teachers refine their lessons so that ENL methodologies are used frequently. We have also created a common planning time for our ENL and content area teachers to have time to discuss individual students' needs.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year, we are implementing our new ENL Science/ELA Push in model. Science Push in model will be implemented in Living environment and Earth science. ELA Push In model will be implemented in the 11<sup>th</sup> and 12<sup>th</sup> grade ELA classes.
13. What programs/services for ELLs will be discontinued and why?  
As per Regulation Part 154 we will be eliminating our fully Freestanding ELA model. We will be adjusting our instructions to the new CR Part 154 requirements.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Students are afforded time in a half on all assessments and exams. If they are unable to complete their work during class time, ENL teachers will be notified and they will be given time during ENL class to complete their work. Students are also After school and Saturday academy, and a Writing workshop.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
ENL teachers develop and implement many different unit plans in order to prepare students for the NYSESLAT, as well as the ELA, Algebra, U.S. History, Living Environment, and Global Regents Examinations. ENL teachers work with content area teachers to incorporate the assignments and content from their classes into ENL classes, which allows for scaffolding for all the students. The contract method is used to have students held accountable for their work, which is level-appropriate for each individual student. This allows ENL teachers to spend time working one-on-one and in small groups with the English language learners who need more constant support.  
  
Students are provided with bilingual and picture dictionaries.  
  
Each ENL teacher has a Smart Board in his or her classroom for all lessons, typically utilizing it along with PowerPoint to create slides. This allows teachers to create interactive games and activities for students.  
  
Teachers update Skedula regularly, which allows them to communicate with students and parents (and vice-versa), post student grades, attendance, and anecdotes about student behavior and academic progress.  
  
Students frequently use Achieve3000, which is a computer program that enhances literacy by providing differentiated instruction for each student in the form of current events articles.  
  
Students are also encouraged to complete customized assessments throughout the content areas using Castle Learning both in class and in their free time.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
We are making sure that Spanish-speaking ENL receive a period of native language support everyday. We also make sure that materials (textbooks, workbook, software, dictionaries) in content area or ENL classes are available in various languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
ENL students' schedules are programmed to correspond to their age and achievement level. This data will decide student programming for the year.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We have ENL back to school night for parents in addition to the mandated parent/teacher conferences. We also have parent/teacher conferences to discuss all students' progress. ENL teachers Melissa Rivera, Jacob Sugar, and Nancy Farley are in attendance for these, as well as AP Frantova and Principal Alfano. We have a buddy system, where new ENLs are paired with a former/ current ENL who shares similarities in culture, who can assist transitioning to high school and to the new country. We also have a student-teacher buddy system, where teachers from various cultural and language background work with students with similar backgrounds. These teachers are helping us as translators when parents are visiting as well.

19. What language electives are offered to ELLs?

Spanish language and all academy classes (culinary, media, law, business, engineering, art, music).

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: NA

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
ENL teachers and AP frequently attend ENL professional development meetings outside of the school. All teachers also have a common prep to plan and discuss student progress.

1 and 2. ESL teachers and the AP of ENL meet every day during 2nd period to look at student work, plan lessons, plan upcoming units, and design uniform assessments. Once a month during PD, ENL academy teachers meet with ENL teachers so that content teachers develop the ENL teachers in content, and the ENL teachers develop the content teachers in ENL methodologies. The AP of ENL also offers weekly workshops on different ENL 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 ENL will initially hold a Professional Development session for all staff outlining the process for identifying ELLs, ELL subgroups, and compliance issues.

Throughout the 2014-2015 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 ENL or ENL 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.

The AP of ENL 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 ENL 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 ENL department and our Teachers Center, and by attending the workshops that OELLs offers.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Teachers plan together and share resources. They also have one hour of professional development a month about assessments and instruction based on the Danielson rubric.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Guidance counselor meets with the House teachers on weekly basis evaluating the transition for all groups of students as well as ELL students. If any ELL students are identified, guidance counselor meets with ELL student in group settings or individual settings.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

School wide professional development will address the needs of ELL students. Our Teachers Center will also run workshop based Professional development with the focus on our ELL population on regular basis. After completing these sessions, teachers will be given a certificate of completion and our ENL department will track the appropriate time allocated for ELL-specific professional development.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

There will be 4 meetings this school year.

October ENL parents meet and greet

December - Graduation requirements and Curriculum night

March - NYSESLAT meeting and meet with the teacher meeting

June - Family Day

s We will also seek feedback from our students as well. language and we will have them translated for various reasons (conference). 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. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our ENL parents are invited to all school wide meetings as well as special workshops conducted by the school. We have 4 separate meetings that are geared towards the ENL populations (please see above). Our ENL parents also participate in our College and Career meeting, FAFSA meeting, College fair and Cultural Night.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Mercy College provides a FAFSA workshop every year for our parents. We invite various banks to come in and provide our parents with information on how to pay for College education. Translation services are provided in American sign language and Spanish language. If material are available in other languages, we encourage representatives to bring material in multiple languages.
5. How do you evaluate the needs of the parents? After meetings with parents and outreach throughout the year, ENL teachers compare notes and discuss similar concerns, we conduct surveys and ask them to fill out a feedback card.
6. How do your parental involvement activities address the needs of the parents? Truman offers meetings at night, as well as in the afternoon to accommodate parents' schedules. After reviewing the survey we have included meetings on Saturday as well as Saturday IEP meetings for our Special education ENL students and parents. We also have provided translators during these meetings.

Translation services are provided in American sign language and Spanish language.

### D. Additional Information

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

Paste response here:



**School Name: Harry S Truman HS****School DBN: 11X455**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Keri Alfano	Principal		10/26/15
Petra Frantova, Ph.D.	Assistant Principal		10/26/15
	Parent Coordinator		1/1/01
Melissa Rivera	ENL/Bilingual Teacher		10/26/15
I. Fletcher	Parent		10/26/15
Wilfrid Beauzile	Teacher/Subject Area		10/26/15
Kristin Azer	Teacher/Subject Area		10/26/15
Themis Pappas	Coach		10/26/15
	Coach		1/1/01
Josph Ward	School Counselor		10/26/15
Carron Staple	Superintendent		10/26/15
R. Petrone	Borough Field Support Center Staff Member _____		10/26/15
J. Sugar	Other <u>ENL teacher</u>		10/26/15
N. Farley	Other <u>ENL Teachers</u>		10/26/15
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **11X455** School Name: **Harry S Truman HS**  
Superintendent: **Carron Staple**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Arabic, Bengali, Albanian, French, Urdu, Fulani,

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Student handbook - September, attendance letter- monthly, After school Academy-September, Writing workshop - September, Saturday regents academy-November, Family day flier - May, ENL newsletter - monthly, NYSESLAT letter - April, Letters from the Principal - monthly, Entitlement letters - September, Continuing service letters - September, NYSESLAT score report - September, ENL parent meeting letters - 4 times a year, Regents exam information letter - January and June

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

There will be 4 meetings this school year.  
October ENL parents meet and greet  
December - Graduation requirements and Curriculum night  
March - NYSESLAT meeting and meet with the teacher meeting  
June - Family Day

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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. We have teachers they speak various languages and we will utilize these teachers to serve as liaisons between faculty and parents. Besides using internal faculty for every big meeting we order on site interpreters by an outside vendor, especially from languages where we don't have any faculty they speak the language. 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 Arabic, Bengali 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.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members are informed about translation services available to them in the first faculty meeting and in the Faculty handbook. We also distribute all brochures provided to us by the DOE. AP ENL sends an email to all staff informing them of translation services available to them.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All staff at the main desk was trained by the AP ENL. All documents listed above are located in the main office and parents that walk into the building can point to the language they speak and we will readily get translation services on the line if no on-site translator is available for them. We have staff members that we utilize as liaisons when parents come in and the main desk is informed to call AP ENL or the LAC coordinator when they need help.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

During our 4 designated ENL parent meeting we will conduct a survey. We will ask parents to fill out a quick feedback card when visiting for various reasons (conferences with guidance counselors, attendance letters, return from suspension). These feedback cards can be filled out in their native language. We will seek feedback from our students as well.