



[PAN AMERICAN INTERNATIONAL HIGH SCHOOL]

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (24Q296)

ADDRESS: 45-10 94TH STREET ELMHURST, NY 11373
TELEPHONE: 718-271-3602
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q296 **SCHOOL NAME:** Pan American International High School

SCHOOL ADDRESS: 45-10 94th Street Elmhurst, NY 11373

SCHOOL TELEPHONE: 718-271-3602 **FAX:** 718-271-4041

SCHOOL CONTACT PERSON: Marcella Barros **EMAIL ADDRESS:** mbarros@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Azeen Keramati

PRINCIPAL: Marcella Barros

UFT CHAPTER LEADER: Azeen Keramati

PARENTS' ASSOCIATION PRESIDENT: Yolanda Gomez

STUDENT REPRESENTATIVE: Catherin Ardila
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** Children First Network #1

SSO NETWORK LEADER: Shona Gibson

SUPERINTENDENT: Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Marcella Barros	*Principal or Designee	
Azeen Keramati	*UFT Chapter Chairperson or Designee, Chairperson	
Yolanda Gomez	*PA/PTA President or Designated Co-President	
Fernando Molano	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Juan Pacurucu	Parent Representative	
	DC 37 Representative, if applicable	
Catherin Ardila	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Paola Vargas	Student Representative	
Cesar Perez	Student Representative	
	CBO Representative, if applicable	
Anthony Riccardo	Teacher Representative	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Pan American International High School is a diverse learning community of recently-immigrated English Language Learners (ELLs). Our primary focus is on English language development while providing opportunities to enrich Spanish language skills. The Puentes Program, a partnership of our school with Make the Road New York, cultivates the leadership of students in their communities through service learning projects and internships. We are committed to creating an environment that values students' cultures, native languages and individual differences, while preparing them for success as they navigate a changing world.

Our main goal for our students is to be able to understand, speak, read, and write English in order to realize their full potential. To achieve this, we implement an instructional approach that is content-based, project-based, collaborative, and interdisciplinary. We also understand that in today's interdependent world, the ability to communicate in two languages is a valuable resource to students and their societies. We provide students with many opportunities to use English and native language in the classroom, as well as through experiential learning.

Teachers work together in small instructional teams to develop challenging and engaging interdisciplinary, project-based curricula. While the fostering of English language development is key, teams also seek a variety of ways to further the development of academic native language skills. Teachers on the same team exchange resources and ideas to further support the interdisciplinary connections made within the team's curricula. At weekly team meetings, teachers sit down together not only to discuss the progress of their students (through student work and assessments), but to support and give feedback on each other's work. This year we have added our new 11th grade team. This year they will focus on the creation of an internship program and engagement in the college-going process through the addition of a Student Success Center at our school.

Students have many opportunities to work together in cooperative groups both inside and outside the classroom. Within the classroom, students in heterogeneous groupings engage in collaborative learning that promotes English language development but also accesses their native language skills. The school offers content-area classes and electives in English, and one Humanities class in Spanish for the purpose of strengthening students' academic skills in Spanish. This environment also provides them with opportunities to learn about each other's diversity, and develop the positive cross-cultural attitudes, behaviors, and skills needed to compete in the wider world.

Our *partnership* with Make the Road New York provides comprehensive services to families by addressing the stresses new immigrant families face and thereby promote a supportive educational environment for our students. Make the Road New York's staff participates in the design and implementation of after-school youth leadership programs, and coordinates internship and community service learning opportunities that increase civic engagement of students through a component of our instructional program called *PUENTES*. Make the Road New York's staff also ensures that parents have access to services and information, and are able to easily access the programs at Make the Road New York, including social and educational services in the area of access to healthcare, adult education, immigrant workers legal services, immigration assistance, support counseling and referrals, and after school help.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Pan American International High School						
District:	24	DBN:	24Q296	School BEDS Code:	342400011296		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9		Ungraded
	2		6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K			0				92.1
Kindergarten			0	Student Stability - % of Enrollment:			
Grade 1			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2			0				83.1
Grade 3			0	Poverty Rate - % of Enrollment:			
Grade 4			0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5			0				7.7
Grade 6			0	Students in Temporary Housing - Total Number:			
Grade 7			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8			0				3
Grade 9			0	Recent Immigrants - Total Number:			
Grade 10			0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11			0				0
Grade 12			0	Special Education Enrollment:			
Ungraded			0	(As of October 31)	2006-07	2007-08	2008-09
Total			0				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes			0	Principal Suspensions			4
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions			6
Number all others			0	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants			0
(BESIS Survey)				Early College HS Program Participants			0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes			0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs			0				
# receiving ESL services only			0	Number of Teachers			0

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs			0	Number of Administrators and Other Professionals			0
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)			0	% fully licensed & permanently assigned to this school			0.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher			0.0
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			0.0
Black or African American			0.0				
Hispanic or Latino			0.0				
Asian or Native Hawaiian/Other Pacific Isl.			0.0				
White			0.0				
Male			0.0				
Female			0.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	NR	Overall Evaluation:	NR
Overall Score:	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	NR	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	NR	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	NR		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	4		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Our school is entering its third year serving 260 students in grades 9-11. This year we are working the following academic performance trends:

- Currently 43% of our students are scoring at the beginner level on their NYSESLAT exams.
- In addition, we have an extraordinarily high percentage of boys in the 11th grade. There is a 2:1 ratio of boys to girls.
- A number of our students were overage, under credited youth.
- In addition, our school serves an entirely Spanish speaking immigrant population, identifying them as one of the most academically at risk youth populations in our city.
- Approximately 20-25 students are either SIFE and/or have very weak literacy skills in their own native language and struggle tremendously with their English language development.
- Most of our parents work overwhelming hours and were very unfamiliar with the educational system in this country, thereby making it difficult for them to engage in their child's education.
- Fifty two percent of students passed the Living Environment Regents.
- Fifty seven percent of students passed the Global History Regents.
- Seventeen percent of the students passed the Integrated Algebra Regents.

Despite these challenges, we have accomplished much over the past year:

- **91% of our students accumulated 10 or more credits** in the 2008-9 school year.
- Due to our rigorous attendance intervention plans, our attendance rate for the 2008-2009 year was **92.3%**.
- **85%** of our students are on track for graduation through credit accumulation.
- **College Readiness Program** – Last year we received a grant, in conjunction with our lead community partner Make the Road NY, to launch a college readiness program which allows us to create a Student Success Center in our school where students receive support in completing college applications, applying for financial aid, college and career counseling, and participate in college visits. This grant also funds a full time college coordinator in our school provides college workshops for students and parents. We also created a partnership with LYHEP (Latino Youth for Higher Education Program) which consists of 12 college mentors

from Baruch College that work approximately 20 volunteer hours in our school throughout the year. Students have greatly benefited from the support of these mentors.

- **Hiring of New Staff** – As a new school entering its third year, we conducted a rigorous recruiting process to bring on six new teachers, a parent coordinator, and a secretary. As we grow, it is our aim to continue to build the capacity of our school with the most qualified staff.
- **School based Committees** – Last year we launched the following school based committees. These committees have grown in leadership capabilities and have helped our school enter its third year successfully.
 - **Professional Development** – This year we will launch a teacher development program where teachers create individual instructional goals, create action plans and steps to fulfill these goals and measure their progress towards these goals several time throughout the year. We hope this process will help us provide additional teacher support in our new school and continue to develop our teachers’ instructional abilities to meet their students’ needs. We will use these targeted areas of growth that teachers have chosen and use it to plan professional development activities throughout the year.
 - **Teacher Leadership** – This year we will have three instructional team leaders, one support team leader, a professional development coordinator, and an administrative teacher leader in our school forming part of the core leadership group of the school.
 - **School Environment** – Three teachers and students served on this committee to promote community building in our school. They planned school wide activities, assemblies, painted a mural, raised money to install basketball hoops in the school yard and established other campus initiatives to build connections with other schools on our campus.
 - **Internship Program** – This year we are establishing an internship program for our new 11th graders. Through the partnerships that we have built in our community this past year we will be able to provide students with the experiential learning experiences that they will need to succeed in college and beyond.
- **School Quality Review** – We successfully completed our school quality review last year with a result that our “***school exceeded expected progress***” in its second year. We will implement many of our reviewer’s suggestions for areas of improvement as we continue to develop our school.
- **Learning Environment Survey** – Our school scored an 8 out of 10 in Academic Expectations, 7.8 out of 10 in Engagement, 7.4 in Communication, and a 7.9 in Safety and Respect

Despite our successes, several factors also continue to challenge our growth:

- **English language proficiency in students** – As many of 25% of each year’s incoming ninth graders enter our school as their first school in the United States. These students arrive with little to no English and are still required to complete the same high school requirements for graduation. This is a tremendous challenge for them as they attempt to succeed academically in this country and for us as a school trying to ensure students remain on track for graduation.

- **Budget Constraints** – Budget cuts and hiring restrictions created a big burden for our school as it enters its third year. We were not able to hire all the staff that we planned to and were bound to only hire within set restrictions. We also have a student body composed of families with low socio-economic needs. We hope to be able to provide all the supplements necessary to provide the same level of academic rigor that we have these past two years.
- **Teacher Experience** – As a new school hiring new teachers each year, we still have a large percentage of our teachers that have only taught five years or less. This means that we must provide substantial professional development and support in developing their instructional skills. In particular, many of our teachers are teaching English language learners for the first time and need training in the strategies and methodologies that work best to support ELL students.

As we face these challenges, we look to the aid of our partners:

Internationals Network for Public Schools: Our partner provides targeted professional development for new teachers of ELL students each summer. In addition they also hold two PD conferences a year for our teachers to strengthen their integration of language and content area teaching and instructional best practices for teachers of ELLs.

Make the Road NY – Our lead community partner provides after school programs for our students, free English classes for our parents, legal and health access for our immigrant parents, advocacy for our school community and ongoing activities that engage our students and parents in civic participation.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

The previous needs assessment informs our goal setting practices this year. In conjunction with our SLT we have decided that we will set the following three goals for our school this year.

1. Sixty percent of our students will show improved scores on at least one subset of the NYSESLAT exam.
2. Ninety percent of teachers will use our formalized professional development structure to set goals, monitor their progress, and assess their growth over the year.
3. Sixty five percent of our parents will actively and consistently participate in our parent program through attendance at bimonthly PTA meetings and/or school wide family events between September 2009 and June 2010.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English language development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Sixty percent of our students will show improved scores on at least one subset of the NYSESLAT exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Providing professional development that enables all teachers to design curriculum that gears instruction and assessment toward learning outcomes that develop English language skills in each class • Providing elective classes for beginner level students to seek additional support in language development • Providing literacy classes for students in most need of literacy development • Providing experiential learning opportunities for students that allow them to interact with non-Spanish speaking communities and with non-Spanish speaking students on our campus • Providing before and after school programs for students in need of additional academic support in learning English. • Requiring end of semester portfolios where students not only present their classroom projects in English, but ask them to reflect orally and in writing on their English language development.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Per session provided for teachers to meet in disciplines and teams after school to receive training on curricular mapping and planning (Title III) • Providing opportunities in the schedule for teachers to have common planning prep time • Per session for before and after school programs (C4E) • Providing materials, supplies, and admission fees for field trips and/or service learning trips that engage students in community work (Title III)

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students NYSESLAT scores will be examined in the spring semester and compared with their scores from the previous year and the LAB-R scores from when they entered the system. • Every marking period we will monitor course pass rates and credit accumulation. • Three times a year we will examine the progress shown in formative assessments that measure Language and Literacy skills. • Data will be collected at every end of semester portfolio to monitor student progress in English between the January and June portfolio presentations. • Seventy five percent of students will demonstrate growth in English language development as assessed on their January portfolio presentation.
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Subject/Area (where relevant): Teacher Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Ninety percent of teachers will use our formalized professional development structure to set goals, monitor their progress, and assess their growth over the year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Each teacher will complete an individual professional growth plan according to the Professional Teaching Standard Rubric in which they set an instructional goal and chart progress toward that goal three times a year. • One teacher from every instructional team will serve on a Professional Development committee which will focus on ELL instruction for the year. They will support the design and implementation of in house PD. They will help disseminate information about external PD opportunities for teachers to improve their practice in teaching to ELLs, such as QTEL training. • Teachers will participate in classroom intervisitations where they can examine ELL practices in the school and facilitate discussions and feedback in improving instruction. • The two instructional teams will each work on an action-research project that will focus on improving ELL instruction.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Per session will be provided for teachers that attend after school external PD focused on ELL instruction (Title III) • Training fees paid for teachers to attend ELL training provided through the Office of English Language Learners, such as QTEL. (Outside funding) • Per Session provided to teachers that participate in after school Inquiry based work. (TL Children First Inquiry)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Professional development committee will survey teachers four times a year to collect feedback from teachers about the areas of ELL instruction they need the most support in. • Each instructional team will present the progress of their action research project in the middle of the year and the final results at the end of the year. • Teachers will provide written reflections and observations of their intervisitation. This reflection will include feedback on what they have learned from observing their peers. • Teachers will turnkey external training opportunities and experiences to teaching staff. • Ninety percent of teachers will set goals by January 2010.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Sixty five percent of our parents will actively and consistently participate in our parent program through attendance at bimonthly PTA meetings and/or school wide family events between September 2009 and June 2010.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Providing two monthly PTA meeting times, one on a weeknight and one on the weekend. This will make it more convenient for our parents to attend one or the other based on their work schedules. • We will implement Parent Institute workshops that will focus on the topics and issues that parents choose to learn more about. • Provide an office space in our school for the parent program. This will allow parents to have a space in our school where they can meet, plan, and organize their events. Parents feel more welcome and can meet more conveniently • Provide three school staff members to serve as administrative support to the parent leaders in the implementation of their activities • Provide opportunities for parents to plan and/or attend school wide events with students and staff

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Per session for pedagogical staff to provide support to the parent program both administratively as well as through workshops and presentations by school staff (Title III) • Providing resources for the continued expansion of the Parent Office, such as books for a resource library for parents, trip fees for the parent retreat, supplies and materials for school wide events, and consultant fees for outside presenters (Title III)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Parent leaders will assess the program at the end of each semester and document what is working and what needs improvement and share with staff. • Periodically parent leaders collect suggestions and feedback from parents through an evaluation form and share with school staff. • Attendance at all parent program functions will be documented and assessed. • Monthly parent program planning meetings with parent leaders and staff will be documented and progress monitored. • Forty percent of our parents will have participated in at least two parent events by January 2010.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	24	26	38	42	3	1	2	1
10	NA	59	43	36	2	1	3	0
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 1-1.5 an hrs each meeting</p> <p>Literacy Elective: Students take a literacy class elective three times a week in a small group. They also receive Literacy support through an after school class (2 hrs/week) and Saturday program (3 hours) called Voyagers.</p> <p>ELA Elective – Students in most need take an ELA elective three times a week to support English.</p> <p>ELA Regents Prep – Eleventh graders most at risk are scheduled for after school Regents prep to prepare them for the Regents in January and June</p>
Mathematics:	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 1-1.5 hrs each meeting</p> <p>Math Regents Prep – teachers provide mathematics regents prep for targeted students twice a week and others through a mandated elective three times a week</p>
Science:	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 1-1.5 minutes each meeting</p>

	Science Regents Prep – teachers provide science regents prep for all students twice a week or through a mandated elective three times a week
Social Studies:	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 1-1.5 hrs each meeting</p> <p>Global Studies Regents Prep – teachers provide social studies regents prep for all students twice a week and through a mandated elective three times a week</p>
At-risk Services Provided by the Guidance Counselor:	Counseling: guidance counselor provides one-on-one private counseling sessions to students in order to support their social-emotional development; students are either referred or voluntarily seek out guidance.
At-risk Services Provided by the School Psychologist:	Our campus receives the support of a school psychologist two days a week to provide on site services to eligible students or referral to services when they can't be provided on site.
At-risk Services Provided by the Social Worker:	Counseling: social worker provides one-on-one private counseling sessions to students in order to support their social-emotional development; students are either referred or voluntarily seek out guidance.
At-risk Health-related Services:	Provided by guidance counselor and school nurse, including condom availability, and individual counseling on health-related issues

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9,10,11 _____ Number of Students to be Served: 260 LEP 4 Non-LEP

Number of Teachers 19 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

At Pan American International High School we utilize a content-based ESL program for our recent immigrant Spanish-speaking ELL students. Our thirteen teachers design and implement their own standards-based, interdisciplinary, project-based curricula for the students they mutually share. Teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by ability and gender) so as to optimize opportunities for language development through scaffolding of content. In addition, students at PAIHS take a humanities-based course in Spanish to build their academic skills in their native language as well as to support the growth of their English language skills.

All of our students are block scheduled. Students and teachers are divided into two clusters and each cluster is also divided into four strands (classes) of approximately 25 students. All cluster teams are responsible for creating, updating and implementing curricula which promotes language development in English and Spanish. Students remain with the same strand the entire day of instruction and throughout each semester.

At the conclusion of each semester, all students present portfolios before a panel of teachers, invited members of the community, and their peers. These portfolios demonstrate their progress and/or mastery in the areas covered. This is not only an effective way to evaluate student written work but is also a way of developing oral presentation skills in both English and Spanish.

Extracurricular activities at our school are open to all of our ELL students; more than 75% of our students participate in at least one after- or before-school extracurricular activity. These include: Digital photography, Arts in the Community, Newspaper (in conjunction with our lead community partner, Make the Road - NY), Website Design, Dance, Drumming, and Youth Liberation.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

As a CFI School, we are able to select the type of professional development that we as a staff feel is most germane to our needs as educators of ELLs. Such self-selected professional development activities will include:

- Weekly professional development meetings, which will include the following topics:
 - Differentiation of instruction
 - Language development
 - Analysis of student work in order to improve instruction/design interventions
 - Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
 - Scaffolding instruction
 - Incorporating technology in the curriculum
 - Peer critiques of teacher-generated curricula
 - Developing native language projects to support English language acquisition
- Peer observations – teachers will observe each other teach and write reflective statements pinpointing new strategies and techniques they have learned as a result of the classroom intervisitations.
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
- International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.
- QTELL training – 10% of our classroom teachers will complete full-week workshops with West Ed's Aida Walqui, where teachers learn how to better incorporate ESL methodologies like scaffolding and differentiation in their content area classrooms for ELLs.

Form TIII – A (1)(b)

School: Pan American International High School BEDS Code: 342400011296

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$15,364	<ul style="list-style-type: none"> Per Session for teachers to run the Saturday program for newcomer ELLs, where students will engage in academic work and field trips that will build upon English language development (2 teachers x 15 sessions x 4hrs x\$ 41.98= \$5,037.60) Per Session for teachers and school staff to engage in supporting the parent program. Teachers will attend bimonthly parent meetings to provide academic workshops on academic achievement, how parents can support academic success and language development, ELL assessments, and college readiness (2 teachers x 16 sessions x 3hrs x \$41.98 = \$4,030.08) Per Session for after school class taught by teachers that will provide additional academic support to newcomer ELLs (1 teacher x 64 sessions x 1 1/2hrs x \$41.98 = \$4,030.08) Per Session for after school extracurricular enrichment activities that reinforce academic learning in content areas (2 teachers X 27 sessions X \$41.98) = \$2266.92
Purchased services - High quality staff and curriculum development contracts.	\$8,974	<ul style="list-style-type: none"> Consultant Fees
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,302	<ul style="list-style-type: none"> Instructional Supplies for after school class and Saturday program \$1302.00
Educational Software (Object Code 199)	\$0	

Travel		
Other		
TOTAL	\$25,640	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

As our students are all recent immigrant Spanish speaking English Language Learners, almost all of their parents are also new immigrants. As a result, we assume that all parents require translation and interpretation services with all school-family communication in Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Due to the nature of our student population as a 100% Spanish speaking population, we know that all of our communication with parents needs to be provided in both English and Spanish.

Part B: Strategies and Activities

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

All written correspondence between the school and students' families is provided in English and Spanish. Although we do use the services of the NYCDOE's internal translation unit to provide translations of all school correspondence, we also have several members of our staff that regularly translate documents for parents. Such documents include:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Talent Showcase, Culture Day, Field Day, etc.)
- c. Progress Letters of concern about students' academic performance and behavior

- d. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school.
- e. Student and Parent Manuals
- f. Agendas for School Leadership Team meetings and parent meetings are provided in both languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Although we don't require that each teacher be a Spanish speaker, we have support staff such as the guidance counselor, social worker, office support staff and school leader who are able to speak Spanish. Therefore, we provide the following oral interpretation services:

- a. Parent meetings are all run in Spanish and English translation is provided to non-Spanish speaking school staff and guests that may attend.
- b. Translators are provided to each non-Spanish speaking teacher during Parent Teacher Conferences.
- c. All of our telephone systems provide directory information and school announcements in Spanish
- d. Our automatic telephone system which used to make announcements and notify parents of students' attendance is recorded in Spanish.
- e. Non-Spanish speaking teachers that wish to communicate with parents over the phone, use the three-way calling translation service provided by the DOE Translation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

See above strategies, all of which meet Chancellor's Regulations

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$130,359	\$4482	\$134,841
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1304		\$1,304
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$44.90	\$449
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$6,517.95		\$6,517.95
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$224.10	\$224.10
6. Enter the anticipated 10% set-aside for Professional Development:	\$13,036		\$13,036
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$449	\$449

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 15
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Fifteen out of our nineteen teachers that are not highly qualified are enrolled in teacher training programs leading them toward a Masters Degree in their content area. We are working in collaboration with their program advisors to provide them onsite mentoring and support. We also collaborate with their offsite mentors in moving them toward their permanent state certification.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Since we only accept recent immigrant English Language Learners, our needs assessment is not usually based on the past performance of students as few have records of prior schooling, and few have had experience studying the content areas in English. As a result, our entire program is based on integrating language development within the content areas so that students' academic and linguistic needs are met simultaneously throughout each school day, in every class and during before/after-school activities and tutoring sessions. For more information on our philosophical approach see answer to the question below.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

The International High School at Lafayette is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve more than 300 students who hail from over 50 countries and collectively speak 26 languages. We are one of ten such International High Schools in the city and belong to the Internationals Network for Public Schools, a Gates Foundation funded non-profit organization.

All of the International High Schools in the city follow the "Internationals Approach." This approach is built upon five core principles. These principles inform all aspects of our structure, pedagogy and operations, and include:

Heterogeneity and Collaboration

We strive to attract as diverse a student population as possible in terms of ethnicity, country of origin, native language, race, gender, English proficiency and academic level. All of our classes are untracked and completely heterogeneous.

Research has shown that students learn best when they learn from each other. Thus in every class, students work together in small cooperative learning groups. Only through working together can they complete the interdisciplinary projects assigned to them. Through various extracurricular activities students have the chance to collaborate in new and different ways.

Experiential Learning

Research has also shown that students learn best by doing. As a result, we support experiential learning, whereby students have opportunities to grow academically and linguistically outside of the school's four walls. These include field trips and career internships. All students in their

junior year complete a twelve-week long intensive internship where they gain on-the-job experience, knowledge, and skills in order to prepare them for the world of work.

Language and Content Integration

The International High Schools integrate language and content in a “content-based ESL” approach to pedagogy. This means that there are no discrete ESL classes where students are learning the mechanics of English in a vacuum. Instead, ESL is embedded within all subject area classes and all teachers provide opportunities for language development. Students acquire English and content area knowledge hand-in-hand throughout each school day.

Localized Autonomy

We believe that decisions about instruction, operations, and budget are best made by those who are closest to our students – our staff. As a result, decisions are made collaboratively in a group where all constituencies of our learning community are represented. As an Empowerment School within the New York City Department of Education, we are fortunate to have even greater flexibility in decision-making on a broader scale.

One Learning Model for All

Whatever is good enough for the students is good enough for the rest of us too. Recognizing that everyone in the learning community is continually growing and acquiring new knowledge and skills, the staff adhere to the same principles that guide the way we educate our students. Teachers work collaboratively in teams much like students in their classrooms. Teachers also sit down at weekly meetings to discuss the progress of their shared community of learners, create interdisciplinary curricula, and analyze data surrounding teaching and learning.

3. Instruction by highly qualified staff.

All staff is highly qualified according to definitions and standards of NCLB.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

As an Empowerment School, we are able to select the type of professional development that we as a staff feel is most germane to our needs as educators of ELLs. Such self-selected professional development activities include:

- RFP PD Projects – small, self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to rest of staff so that all may benefit from the work of the rest.

- Weekly professional development meetings, which will include the following topics:
 - Differentiation of instruction
 - Language development
 - Analysis of student work in order to improve instruction/design interventions
 - Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
 - Scaffolding instruction
 - Incorporating technology in the curriculum
 - Peer critiques of teacher-generated curricula

- Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result

- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

- International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.

- QTEL training – Our classroom teachers are encouraged to complete full-week workshops with West Ed’s Aida Walqui, where teachers learn how to better incorporate ESL methodologies like scaffolding and differentiation in their content area classrooms for ELLs.

- Formative Assessment – our staff will participate in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE’s design your own (DYO) formative assessment program.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We advertise through the NYC Department of Education’s Open Market System, as well as through other educational venues such as the Teaching Fellows Program, InsideSchools.org, and Education Weekly. We only interview candidates who are fully certified in their content area.

6. Strategies to increase parental involvement through means such as family literacy services.

See Appendix 3, Parts A and B

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Staff has been intimately involved with the creation and implementation of the new DYO Formative Assessments. These assessments will be administered periodically throughout the year to students in an effort to gauge their ongoing language and content acquisition and progress. Faculty are involved in the implementation, grading, and joint analysis of the results of these assessments in order to alter curriculum development and instruction accordingly, so that all students' needs are sufficiently met. Weekly meeting time is built into our school schedule in order to facilitate these and other conversations and workshops that will improve instruction and identification of students with specialized needs.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Appendix I, Parts A and B

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Students and families with needs in the above areas are identified and we take advantage of the programs available to provide support and/or supplement our programs. For example, as part of our college and career advisement all 11th grade students participate in a 12-week career internship program whereby they receive training and skills in the world of work. In addition some students are referred to vocational tech programs while they are also assisting high school classes.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As a new school, one of our earliest planning steps for our teachers this year was to work together on developing curriculum maps for each class and in each discipline. These maps begin with the standards since these standards form the conceptual framework within which all content, activities and projects will be organized. Before planning any specific aspect of the unit like resources or lessons, the collaborating cluster teachers were asked to target learning outcomes for students as they connect to the NYS standards. They then posed the big essential questions and understandings that reflected the construction of knowledge and the utilization of new skills. Teachers then decided how students will demonstrate their new understandings. What projects or performances must they create as evidence of their newly acquired knowledge and skills? This entails not only designing projects, but the rubrics that will be used to assess them as well. Choice filled lessons or activity guides must be designed, resources and materials identified, and a time frame conceived. What we found was this since most of our teachers have less than 1-3 years of teaching experience, they need a lot of support in ensuring that their curriculum aligns with state standards. In addition they are still in the process of developing this curriculum for the year and in identifying what the best materials and resources are to support their students' learning.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Once again, as a new school that is currently developing its curricular program we find that this finding does apply to us. In our first year as a school, we are in the early stages of developing our ELA curriculum for this year. It is important that as we continue to work together to

map out what our curricular program will ultimately be, that we are consistently using the standards as a guide for that framework. We had teachers take a self-assessment survey that revealed that many teachers feel they need support in the area of designing curriculum that is engaging and challenging.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will make sure to incorporate the standards into every step of our curriculum mapping process for this year. Our school's Professional Development Committee will be supporting this work throughout the year and ensuring that we are working on it collaboratively as a school. Teams have set this as one of their goals for the year and will make sure to carve out time in their weekly team meetings to devote to this work. In addition, time and guidance will be given to content disciplines to work on aligning the learning outcomes for their content area.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As stated in the previous section, as a school in our first year we are still currently developing our math curriculum. In the beginnings of our curriculum mapping steps this year we have one teacher that developed the first year of curriculum and one new math teacher on board that is working on designing and aligning learning outcomes for the math classes with this new teacher.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Once again, as a new school that is currently developing its curricular program we find that this finding does apply to us. In our first year as a school, we are in the early stages of developing our math curriculum for this year. It is important that as we continue to work together to map out what our curricular program will ultimately be, that we are consistently using the standards as a guide for that framework. We had teachers take a self-assessment survey that revealed that many teachers feel they need support in the area of designing curriculum that is engaging and challenging. In addition, due to the various ranges of math skills that English language learners come with, our math teachers have expressed the need for support in addressing the differentiated needs of these students in their math classes.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will make sure to incorporate the NYS Math standards into every step of our curriculum mapping process for this year. Our school's Professional Development Committee will be supporting this work throughout the year and ensuring that we are working on it collaboratively as a school. Teams have set this as one of their goals for the year and will make sure to carve out time in their weekly team meetings to devote to this work. In addition, time and guidance will be given to the Math discipline teachers to work on aligning the learning outcomes for their content area. Math teachers will work with one of our experienced instructional coaches to ensure that curriculum and materials are appropriate.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As a new school, many informal and formal visits are made to classrooms regularly. What is observed is that teachers strive to create student centered classrooms that engage students in varied opportunities for cooperative learning. Students are also required to present end of semester portfolio presentations that allow them to demonstrate their project based work in all of their classes. This is because our teachers and our school highly value the type of performance based assessment that allows students to share their knowledge in different ways. Students are very proud of these projects and are challenged by the opportunity to present orally in English

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We hold a strong belief in collaboration at all levels in our school. As a result, teachers work together to generate interdisciplinary, project-based curriculum for heterogeneous classes of students who work collaboratively to complete these projects and present them to their peers. Collaborative learning thus happens at all levels of our school community, and is facilitated by the way that our instructional program is designed. Our teachers participate in professional development activities in-house (action research, sharing best practices), within the Internationals Network (intervisitations, curriculum banks), in the NYCDOE (QTEL, Office of ELLs) and beyond (national conferences) that focus on such research-based practices as differentiation, scaffolding, and cooperative learning.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As a new school, many informal and formal visits are made to classrooms regularly. What is observed is that teachers strive to create student centered classrooms that engage students in varied opportunities for cooperative learning. Students are also required to present end of semester portfolio presentations that allow them to demonstrate their project based work in all of their classes, including mathematics. This is because our teachers and our school highly value the type of performance based assessment that allows students to

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

share their knowledge in different ways. Students are very proud of these projects and are challenged by the opportunity to present orally in English. During their portfolio presentations students are asked to reflect on their courses and math is overwhelmingly one of their favorite classes in our school. Students express that they like the fact that they are able to access the math content at different levels and feel a sense of accomplishment in doing projects that help them build in the areas of math where they are strong and have the support of their teachers and peers in the areas they are weak in.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We hold a strong belief in collaboration at all levels in our school. As a result, teachers work together to generate interdisciplinary, project-based curriculum for heterogeneous classes of students who work collaboratively to complete these projects and present them to their peers. Collaborative learning thus happens at all levels of our school community, and is facilitated by the way that our instructional program is designed. Our teachers participate in professional development activities in-house (action research, sharing best practices), within the Internationals Network (intervisitations, curriculum banks), in the NYCDOE (QTEL MATH, Office of ELLs) and beyond (national conferences) that focus on such research-based practices as differentiation, scaffolding, and cooperative learning. At our conferences there are always workshops targeted at Math teachers specifically to train them in developing math curriculum that is engaging, relevant, challenging, and applicable to the real world. Students are most highly engaged when they see the relevance of math in their lives. Thanks to the efforts of our network to collect many curricula across the International schools, our math teachers have many resources they continually use to design and adapt their curriculum for their ELL students. To date, three of our teachers have had QTEL training. We plan to send three additional teachers.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Last year we opened as a program with six teachers. Every single one of those teachers returned this year. We hired seven more new teachers this year.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

An analysis of teacher turnover revealed that we did not have ANY turnover from last year.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As a new school with a high percentage of teachers with limited teaching experience we planned several professional development opportunities before school began. All teachers participated in two weeks of professional development before the school year began. Several of these days included workshops in the areas of ELL instruction which included scaffolding of instruction for ELLs, differentiation for heterogeneous groups of ELLs, strategies in differentiation and curriculum design appropriate for ELLs. In addition, two of those days

teachers attended two full day Internationals Network Conferences designed for new teachers to give them a firm foundation in strategies and methodologies in effective teaching practices for ELLs. Since our entire student population is composed of English Language Learners, all in house and off site professional development activities that our teachers participate in are focused in the area of ELL instruction.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As we continue to keep professional development as one of our priorities at our school, we developed a Professional Development committee this year who after conducting a teacher survey found that most of our teachers would like to focus their PD this year on ELL instruction. Teachers feel that they would like to continue to develop effective teaching strategies in this area. We have planned monthly faculty wide professional development meetings targeted at helping teachers develop in this area. We also provide support for teachers to attend offsite professional development such as International High School intervisitations, training with the Office of English Language Learners, and conferences targeted for teachers of ELLs.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As a new school with an enormous percentage of very recently arrived students our data is limited at this early stage. We have not had a School Quality Review or a School Report Card grade. However, we do have NYSESLAT scores and periodic assessment data.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Since our data is very limited, we need to make sure that we are generating as much data as possible to help teachers inform the instructional decisions they make. We should ensure that we cover professional development in the area of data-driven instruction. As the amount of data produced for our school becomes available it is important to establish periodic checkpoints where our school uses data to evaluate the progress of our students, the progress of our school wide goals, and adapt as needed to continue to improve.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school has designated two staff members to work in the area of data. One staff member will make sure that collected data is clean and accurate. The other staff member will serve as the point person to instructional teams to monitor and disseminate data that becomes available to teachers about student progress. He will be involved in the design and implementation of faculty PD that will inform teachers of data generated and how it can be used to inform instruction. Our data specialist will meet with teams periodically to routinely give test data, such as NYSESLAT, LAB-R, periodic assessment, report cards, portfolio assessment, and results of inquiry based action research. Each instructional team will be assigned a teacher with an ESL certification that will help support other content area teachers in the area of ESL instruction and services.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As of this writing, we only have one student with an IEP that mandates an adaptation in classroom instruction. This freshman is scheduled with a certified special education teacher who offers individual instructional support. She sits with him and helps explain assignments and supports him in the execution of class work. Adaptations of instruction for this student involve heavy “scaffolding” of instruction and the adaptation of curriculum to help meet his needs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Since our teachers all work with ELLs, the entire faculty is trained in ESL strategies for making content and language development accessible to all students. These strategies are consistent with Special Education principles.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have one student with an IEP. We have reviewed his IEP and the finding is not applicable.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We do not currently have Students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.