



**[PAN AMERICAN INTERNATIONAL HIGH SCHOOL AT  
MONROE]**

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

**SCHOOL: 12X388**

**ADDRESS: 1300 BOYNTON AVE. RM 116B**

**TELEPHONE: 718 991-7238**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 12x388      **SCHOOL NAME:** Pan American Int'l HS at Monroe

**SCHOOL ADDRESS:** 1300 Boynton Ave. Rm. 116B

**SCHOOL TELEPHONE:** 718 991-7238      **FAX:** 718 991-7872

**SCHOOL CONTACT PERSON:** Bridgit Claire Bye      **EMAIL ADDRESS:** [bbye@schools.ny.gov](mailto:bbye@schools.ny.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Zoila Espinosa

**PRINCIPAL:** Bridgit Claire Bye

**UFT CHAPTER LEADER:** Javier Gaston-Greenberg

**PARENTS' ASSOCIATION PRESIDENT:** Manuel Brito

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 12      **SSO NAME:** CFN1

**SSO NETWORK LEADER:** Shona Gibson

**SUPERINTENDENT:** Elena Papaliberios

## 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
Bridgit Claire Bye	*Principal or Designee	
Javier Gaston-Greenberg	*UFT Chapter Chairperson or Designee	
Manuel Brito	*PA/PTA President or Designated Co-President	
Zoila Espinosa	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Daira Olivero	DC 37 Representative, if applicable	
Estefania Cisneros Noemi Cruz Bryan Valera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elisabeth Levi	Member/A.P.	
Jonathan Lessuck	Member/Team Leader	
Yohanny Santana	Member/Team Leader	
John Brandon	Member/New teacher rep.	
Hilda Delgado	Member/Office staff	
Thomas Erickson	Member/Guidance	
	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.

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Pan American International High School works exclusively with Spanish speaking recent immigrant teens. We opened in 2008, currently serve 9<sup>th</sup> and 10<sup>th</sup> grades, and expect to serve all four grades by the 2011-2012 school year. Our population includes 208 students from 10 countries. We are part of the Internationals Network for Public Schools with whom we share 5 basic principles:

- **Heterogeneity and Collaboration:** - Diverse, untracked groupings of students collaborate in multiple ways with their peers inside and outside the classroom. Small teams of teachers are collectively responsible for small groups of students.
- **Experiential learning:** Students use hands-on activities in the classroom and experiences outside of the classroom to build background knowledge, language skill, and concept formation.
- **Language and Content Integration:** Opportunities for language development embedded in all subject area curricula facilitate rapid, contextualized language acquisition.
- **Localized Autonomy:** Multiple stakeholders in our community are responsible for decisions about our operations, structure, and direction. Teachers collaboratively shape the curriculum
- **One Learning Model for All:** Teachers and administrators, like students, collaborate with peers in heterogeneous groupings and learn experientially through ongoing professional development based in the school and classroom. All faculty and students assemble and present portfolios to assess progress.

In addition to the state mandated graduation requirements, our school requires students to participate in an internship program and produce and present a graduation portfolio. These additional requirements help students to develop an understanding of workplace culture and skills, and to develop more intensive and extensive academic abilities in preparation for college.

### **Our Mission:**

We serve a diverse, Spanish-speaking student population of recent immigrants to the U.S. Our mission is to enable our students to have meaningful post-high school opportunities, the ability to make informed choices, and the preparation to be active, conscientious participants in today's interdependent world.

### **Core beliefs:**

- **Our students can and must speak, read, and write English proficiently** so that they may share a common language and realize their potential as contributing members of an English-speaking society.
- **Students' native languages and cultures are vital resources** for the students, school, and society.

- **Language is most effectively learned in context** through a curriculum that integrates development of content, language, and academic skills.
- **Learning is an active process.** Experiential learning, both in and out of the classroom, provides students with language-rich opportunities and promote personal development and leadership skills.
- **Teaching and learning are collaborative endeavors**, best accomplished by heterogeneous groups.
- **Successful learning communities** emphasize high expectations, promote individual and communal responsibility, and support all members in achieving their goals.
- **An effective school governance model** encourages all stakeholders to have a say in decisions that impact them and provides time for them to do so.
- **Students learn at different rates and in different manners.** Therefore, teachers must use a variety of approaches to make content and language accessible to students. Multiple forms of assessment provide opportunities for students, faculty, and staff to demonstrate what they know and can do.

## 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							
<b>School Name:</b>	Pan American International High School at Monroe						
<b>District:</b>	12	<b>DBN:</b>	12X388	<b>School BEDS Code:</b>	321200011388		
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				90.7
Kindergarten			0				
Grade 1			0	Student Stability - % of Enrollment:			
Grade 2			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3			0				59.8
Grade 4			0	Poverty Rate - % of Enrollment:			
Grade 5			0	(As of October 31)	2006-07	2007-08	2008-09
Grade 6			0				60.0
Grade 7			0	Students in Temporary Housing - Total Number:			
Grade 8			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9			93				25
Grade 10			0	Recent Immigrants - Total Number:			
Grade 11			0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12			0				67
Ungraded			0	Special Education Enrollment:			
Total			93	(As of October 31)	2006-07	2007-08	2008-09
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			25
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions			3
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
				CTE Program Participants			0
English Language Learners (ELL) Enrollment:				Early College HS Program Participants			0
(BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes			0				
# in Dual Lang. Programs			0	Number of Teachers			5
# receiving ESL services only			93				

**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			3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			0
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)			21	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			40.0
<b>Ethnicity and Gender - % of Enrollment:</b>							
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher			60.0
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			100.0
Black or African American			0.0				
Hispanic or Latino			100.0				
Asian or Native Hawaiian/Other Pacific Isl.			0.0				
White			0.0				
<b>Male</b>			49.5				
<b>Female</b>			50.5				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	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**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	NR	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		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:	2		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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?
- 

### Strengths

- 100% of our teaching staff highly qualified
- 17% of our teachers are dual licensed in ESL and their content area
- 50% of our teachers have 5 or more years of teaching experience.
- 92% of our teachers have masters' degrees
- Ongoing, targeted professional development focused on the instructional needs of English Language Learners
- A schedule that supports teacher collaboration with interdisciplinary team meetings and subject area meetings 2 times per week and common preparatory periods for subject area teachers 4 times per week.
- A teaching staff that is receptive to feedback and is heavily engaged in reflective teaching practice as evidenced by their discussions in interdisciplinary team meetings and their peer inter-visitation program.

### Performance Trends

- 25% of our students went up one performance level on the NYSESLAT over either the LAB-R test at the beginning of the year (for students new to NYC) or from the previous year's NYSESLAT for returning students.
- 90% of our students earned 10 credits or more in their first year

### Achievements

- 92% average attendance rate
- 100% compliance scores
- Extensive parent involvement at PTA meetings and school trips
- Field trips to support experiential learning in classes
- 2 Tech grants – Newman Foundation
- Participation in College Now
- Development of a early College Readiness program

### Supports

- Extended-day program in conjunction with our CBO partner, SOBRO.
- Participation in a network of schools with a common population and educational model through Internationals Network for Public Schools

- Operational and academic achievement support through our Children's First Network of the DOE.
- A LYFE Center provides day care and support for parenting students.

#### Barriers

- 30% of our students are SIFE
- 68% of our students are overage
- 22% low native language literacy (as defined by a score of under 34% on the Spanish LAB)
- Recruiting is difficult because there is another, more established, school for recent immigrants in the same building
- 5% pregnant or parenting students
- Due to budget cuts, class size remains at 28, which is excessive for English Language Learners
- Teachers are responsible for cohorts of 105 students, which exceeds the number (no more than 80) recommended by the Internationals model.

## 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.

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**Goal 1)** By June 2010, 65% of recently arrived immigrant ELL students newly enrolled as of September 2009 will accumulate at least 10 credits at the end of their first academic year.

To ensure that the needs of recently arrived ELLs are met, resulting in the accumulation of credits by the end of the year we will:

- Use outcomes-based grading to measure student progress toward meeting state standards and learning content and acquiring skills necessary for high school graduation and success in college, afterwards.
- Students pass courses when they have achieved a score of proficient on at least 75% of the outcomes for a given class.

**Goal 2)** As of June 2010, 75% of core subject and NLA courses in grades nine and ten will have articulated curriculum with defined outcomes as designed by staff.

- As a new school developing a new educational model which applies the model of the Internationals Network for Public Schools to an entirely Spanish speaking population, we need to develop a curriculum and materials that are appropriate to the educational needs of our students, who are traditionally underserved.

**Goal 3)** By June 2010, 75% of core subject and NLA teachers will have designed 4 project-based units of study and assessment, including long term projects and activity guides, for grades nine and ten.

- As a member of the Internationals Network for Public Schools, we ascribe to a common, research-based educational model which is predicated on the contextualized, experiential teaching of language. To this end, teachers are involved in the creation of projects that promote learning of the content area and development of language skills.

**Goal 4)** By June 2010 75% of teacher teams will increase capacity in assessment and use of data by utilizing school-wide systems for data collection and monitoring using Easy Grade Pro and ARIS to provide quarterly feedback to students and parents.

- Because our classrooms are heterogeneous, with 9<sup>th</sup> and 10<sup>th</sup> graders with varying levels of academic background and English language proficiency placed together in classes to maximize their opportunities for peer language use and learning, it is necessary for our teachers to continually assess the academic needs of the students and track their progress toward attainment of educational outcomes. We are in the process of developing teacher capacity in assessment and use of data and developing school wide systems for data collection and monitoring.

## 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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 65% of recently arrived immigrant ELL students newly enrolled as of September 2009 will accumulate at least 10 credits at the end of their first academic year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The teaching team will hold grade conferences with all students and develop an intervention plan for at-risk students. Additional tutoring and extended day programs will be provided as necessary for at-risk students.</li> <li>• By maintaining classroom data on each student through Easy Grade Pro, as well as through other classroom and kid talk data, teaching teams will analyze statistics, progress reports, rubrics, grades, and use such data to inform instruction and curriculum development.</li> <li>• Professional development sessions will help teachers create activity guides, projects, rubrics, benchmarks and a portfolio assessment system to evaluate students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Twice weekly interdisciplinary team and subject department meetings are incorporated into the school day.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Scholarship Report from HSST annually will indicate that at least 65% of students have passed 5 or more annualized classes.</li> <li>• Individualized student progress reports will be analyzed every 6 weeks will indicate that at least 65% of students have met 75% of outcomes for each course.</li> <li>• Results of mid-year portfolio assessment and presentation 2x per year will demonstrate that at least 55% of students are judged proficient on their portfolio presentations at mid-year and at least 70% will be judged proficient by June.</li> <li>• Anecdotal evidence &amp; “looking-at-student-work” evidence from weekly meetings.</li> <li>• Periodic formative assessment results 3x per year will show students’ ongoing improvement in math and English and Spanish writing measures.</li> <li>• End of semester report cards will indicate course passing rate and overall credit accumulation.</li> </ul>

	<ul style="list-style-type: none"> <li>Credit accumulation at the end of the school year</li> </ul>
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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	As of June 2010, 75% of core subject and NLA courses in grades nine and ten will have articulated curriculum with defined outcomes as designed by staff.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>Develop an understanding of skills and knowledge for post-secondary success (PD)</li> <li>During PD, teachers and administrators will create a set of 12<sup>th</sup> grade outcomes in all subject areas</li> <li>Teachers and administrators will utilize that information to develop a set of outcomes for grades 9 &amp; 10</li> <li>Teachers will develop differentiated curricular units based upon the outcomes for grades 9 &amp; 10 during PD</li> <li>Scheduling has been done in such a manner that twice weekly team and discipline meetings are incorporated into the school day.</li> <li>Two coaches provide additional support in curriculum development through Title 1 SWP Funding</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>Gates funding was used to support additional summer PD</li> <li>C4E funds were allocated for summer administration and planning of PD</li> <li>Title 1 money is being used to fund two f-status coaches to support teacher planning, instruction and PD</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>Outcomes for grade 12</li> <li>Outcomes to be achieved by the end of grade 10</li> <li>Curriculum map (articulated) reflecting content and skills needed to achieve outcomes for grades 9 &amp; 10</li> </ul>

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, 75% of core subject and NLA teachers will have designed 4 project-based units of study and assessment, including long term projects and activity guides, for grades nine and ten.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>Teachers will participate in professional development led by core area specialists with expertise in the Internationals approach</li> <li>Core area specialists are teachers from the International schools with years of experience</li> <li>Teachers will participate in weekly structured peer feedback sessions</li> <li>Teams of teachers will meet monthly with administration to</li> </ul>

	<p>review unit plans and activity guides</p> <ul style="list-style-type: none"> <li>• Teams of teachers will meet every two weeks with coaches to aid in the development of unit plans and activity guides</li> <li>• Teachers will develop rubrics that are aligned with the unit goals and articulated with the outcomes based curriculum</li> <li>• Scheduling has been done in such a manner that twice weekly team and discipline meetings, as well as weekly PD sessions are incorporated into the school day</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Two coaches provide additional support in curriculum development through Title 1 SWP Funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Project based units of study with activity guides for all subject areas aligned with outcomes</li> <li>• Assessment rubrics for all subject areas aligned as above</li> </ul>

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 75% of teacher teams will increase capacity in assessment and use of data by utilizing school-wide systems for data collection and monitoring using Easy Grade Pro and ARIS to provide quarterly feedback to students and parents.</p>
<p><b>Action Plan</b> <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"> <li>• Teachers will enter all classroom assessment data in a timely manner in easy Grade pro</li> <li>• In team meetings, teachers will utilize reports generated from Easy Grade pro to inform discussions on instructional practices and design</li> <li>• Teachers will use DY0 periodic testing to help provide continual feedback and to help revise and revisit lessons</li> <li>• Teachers will provide rubric based written feedback to students on a continuous basis in order to enable students to focus on next steps for achieving outcomes</li> <li>• PD will be provided to teachers to assist them in the use of rubrics, giving feedback, developing outcomes and revising and revisiting outcomes and goals in lessons</li> <li>• Teachers will provide formal feedback to families on a quarterly basis regarding student progress</li> <li>• Workshops will be conducted by school staff for parents to help them understand their children’s progress</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Title 1 SWP funds designated for parent involvement and parent engagement will be used to help fund the workshops and formal feedback sessions</li> <li>• Two coaches provide additional support in curriculum development and PD development through Title 1 SWP Funding</li> <li>• Scheduling has been done in such a manner that twice weekly team and discipline meetings, as well as weekly PD</li> </ul>

	sessions are incorporated into the school day
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"><li>• All teachers have all classroom assessment information entered in Easy Grade Pro in a timely manner</li><li>• Team meeting minutes</li><li>• Student work with written feedback on classroom work (projects/assessments/other)</li><li>• Quarterly progress reports to families</li></ul>

## **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	82	82	82	82	15			
10	134	134	134	134	15			
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Targeted academic intervention classes 2x per week during the school day</li> <li>• After-school small group tutoring 4x per week</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Targeted academic intervention classes 2x per week during the school day</li> <li>• After-school small group tutoring 4x per week</li> <li>• Before school Regents preparatory class 4x per week</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Targeted academic intervention classes 2x per week during the school day</li> <li>• After-school small group tutoring 4x per week</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Targeted academic intervention classes 2x per week during the school day</li> <li>• After-school small group tutoring 4x per week</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Individual counseling and parent outreach</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

**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.

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LAP Narrative

**Part II: ELL Identification Process** (page 1)

- 1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annual evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT.)*

All students admitted to Pan American International H.S. @ Monroe from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available), and then take the LAB-R within ten days of admission.

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS	Bridgit C. Bye	Licensed teacher
LAB-R	Joelle Vescey Lobberecht	Licensed ESL teacher / testing coordinator
Formal initial assessment in literacy, math, English	All classroom teachers	Licensed ESL and/or content area teachers

All ELLs, as identified in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

- 2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.*

The Parent Coordinator, Daira Olivero, is responsible for taking the following steps:

- All parents are invited to attend any of a series of meetings to view the video and ask questions about the option. Staff members who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support. An administrator attends the meetings.
- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information describing the three program choices is sent home with students.

The majority of our students enroll in September and we provide the information to parents throughout September; however, a number of our students enroll throughout the school year and those families are shown the video at the time they enroll their child.

3. *Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)*

As Program Selection forms are submitted, copies are made and filed in students' guidance folders. The originals are kept in a folder in the main office.

A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned.

If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using office staff and the Parent Coordinator, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.

4. *Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.*

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program.

Our school has hired several personnel – administrative, teaching, guidance, and clerical – who speak Spanish, the native language of our students. There is always a Spanish speaking staff member present for all interactions with parents. In addition, all written communication is translated into Spanish by school staff.

5. *After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)*

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. Our parents have requested Free-Standing ESL.

6. *Are the program models offered at your school aligned with parent requests? If so, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.*

The program models at our school are aligned with parent requests.

### **Part III: ELL Demographics (page 4)**

1. *How is instruction delivered?*
  - a. *What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out...*

Instruction at our school is delivered collaboratively by teams of six teachers who work to plan instruction for groups of approximately 110 students.

- b. *What are the program models (e.g. Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?*

Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9<sup>th</sup> and 10<sup>th</sup> grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.

2. *How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?*
  - a. *How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?*

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least one teacher who is licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies.

3. *Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.*

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students’ needs.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

4. *How do you differentiate instruction for ELL subgroups?*

a. *Describe your instructional plan for SIFE.*

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all ten International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- **Layered Curriculum** – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
- **Leveled Reading Materials** – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- **Jigsaw Readings** – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different text and share their knowledge orally, then collectively answer question about the material presented through all of the text.
- **Collaborative Group Work on Projects** – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

b. *Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.*

See above

c. *Describe your plan for ELLs receiving service four to six years.*

See above

*d. Describe your plan for Long-Term ELLs (completed six years).*

We do not have any long-term ELLs

*e. Describe your plan for ELLs identified as having special needs.*

We do not have any ELLs identified as having special needs.

### **Programming and Scheduling Information: (page 5)**

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

All of our targeted intervention programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the “Internationals Approach” in all of them:

- **Sustained Silent Reading (SSR) Read Alouds** – During the weekly SSR period (1 hour) SIFE students are pulled out for literacy intervention with the Spanish literacy teacher. All students have the choice of reading in English or in Spanish
- **Literacy “Selective”** – During our bi-weekly elective periods, our SIFE students and newest ELLs are mandated for our Literacy Selective, where they receive explicit academic literacy instruction in a classroom setting with an ESL-certified teacher and a teacher/student ratio of 1:10 or smaller.

*6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.*

6. While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of language development. Our instructional model, the “Internationals Approach,” insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency.

*7. What new programs or improvements will be considered for the upcoming year?*

We are expanding our elective program to meet the needs of low-literacy and SIFE ELLs, as well as offering electives to prepare higher level ELLs for Physics and Math Regents exams. We are also increasing the extended day tutoring and enrichment options.

*8. What programs/services for ELLS will be discontinued and why?*

N/A

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

Since more than 90% of our students are ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

- Student Government
- Knitting Club
- College Now Classes
- Capoeira
- Dance
- Karate
- Soccer
- Baseball

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

- Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials through collaborative planning with the other teachers in their department, curriculum sharing with other International Schools, and integrating techniques and methods from professional developments such as QTEL.

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

All our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel.

All of our students are Spanish speakers and they all take Spanish every semester. The Spanish teacher is part of the student’s interdisciplinary instructional team and meets with the students in the same blocks as they are in for their other classes for approximately 240 minutes each week.

12. *Do required services support, and resources correspond to, ELLs’ ages and grade levels?*

Yes. All of the required services for high school-aged ELLs are available to our students.

We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

*13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.*

Prior to the start of the school year, new students are assigned to heterogeneous teams. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

Additionally, our advisory, internship and community service programs give students the opportunity to explore American culture and the world of work and to acculturate to the U.S. school system.

*14. What language electives are offered to ELLs?*

All students take Spanish language and literature classes to maintain and enrich native language proficiency.

*School with Dual Language Programs (page 5)*

N/A

### **Professional Development for School Staff (page 5)**

*1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)*

Professional development for all staff at Pan American Int'l @ Monroe is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- **Weekly professional development meetings**, which include the following activities:
  - Analysis of student work in order to improve instruction/design interventions
  - Analysis of student assessments (project-based learning)
  - Social-emotional progress of a teaching team's shared students
  - Formation and refinement of discipline specific benchmarks at each grade level
  - Peer critiques of teacher-generated curricula

- **Peer observations** – teachers 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 at different IHSs across the city in order to learn from their best practices.
  - **QTEL/OELL trainings** – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
  - **Conferences** – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
  - **DYO Formative Assessment** – our staff participates 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.
2. *What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?*

See above

3. *Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.*

All professional development at our school is focused on ELL training since the 99% of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of 120 hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including inter-visitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities.

**Parental Involvement (page 5)**

1. *Describe parental involvement in your school, including parents of ELLs.*

Because all of our parents are native speakers of Spanish, as is the principal and many of our teachers and school support staff, we have the advantage of being able to reach out to parents in their language. All of our parents are parents of ELLs and our attendance at parent conferences and our parent teacher association are very high.

2. *Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?*

Through a grant from Deutsche Bank, we have been conducting early college readiness workshops for parents and students. We have had several workshops on topics relevant to the parents of our students to help them learn about the U.S. educational system and hope to increase our offerings in the current year. Additionally, our partnership with SOBRO has provided social support to some of our parents.

3. *How do you evaluate the needs of parents?*

Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings. Additionally, our parent coordinator is in frequent contact with parents, who are vocal in suggesting items for the agendas of the parent teacher association meetings.

4. *How do your parental involvement activities address the needs of the parents?*

Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above.

**After reviewing and analyzing the assessment data, answer the following (page 7)**

1. *What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?*

An analysis of the data results of the LAB-R and NYSESLAT reveals several things:

- Our population is incredibly heterogeneous in terms of language ability
- The majority of our students are beginners in English, with more beginners in the 9<sup>th</sup> grade than in the 10<sup>th</sup>.
- The vast majority of students show improvement in at least two of the NYSESLAT language modalities.

2. *How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?*

When there is a noticeable difference between reading and writing and listening and speaking our students tend to do better on the reading and writing. This is an unusual pattern of language acquisition that is most likely a byproduct of our common language model, with the students engaged in more academic than social English. The vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed at our school. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development in all content area curricula, which means increased professional development for all teachers in ways of doing so.

3. *For each program, answer the following:*

a. *Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?*

As all of our students are ELLs and the tasks are differentiated by language proficiency, what has been most noticeable, although not surprising, is that students who score highly on the Spanish LAB exam tend to do better in all of their classes than those who evidence low levels of native language proficiency.

b. *Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.*

Our school, along with all of the International High Schools in NYC, were granted the opportunity to develop our own DYO Formative Assessment tasks and rubrics. The student work produced is analyzed by groups of teachers to look at language development for particular students as well as for general student trends. An analysis of formative assessment scores and ELA Regents performance has shown a correlation – our DYO Formative Assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier.

c. *What is the school learning about ELLs from the Period Assessments? How is the Native Language used?*

We have learned that our students need more extensive reading and writing opportunities. The native language is used to support numeracy development in math class, as many of our students are far below grade level in math, even in their native language. Additionally, we have an extensive Spanish language and literacy curriculum that we use to provide native language enrichment, maintenance, and support for those who are still struggling with literacy skills in their native language.

4. *For dual language programs, answer the following:*

N/A

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

The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate
  - Course pass rate
  - Attendance rates
  - Learning Environment Survey – student results
  - Learning Environment Survey – parent results
  - Learning Environment Survey – teacher results
  - Dropout rate
- 

**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 \_\_\_\_\_ Number of Students to be Served: 50 LEP  
\_\_\_\_\_ Non-LEP

Number of Teachers 5 Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**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.

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**Program Description:**

We will provide 3 after school classes in English, Social Studies, and Math for students struggling in their content area classes. The students will be identified by their content area teachers as struggling in those classes as measured by their achievement of the language and content outcomes for these classes. The English class will be team taught by the English and ESL teachers. The Social Studies class will be co-taught by a dual licensed ESL/Social Studies teacher and a Social Studies teacher. The math class will be taught by a math teacher with a bilingual extension. These classes will utilize content-based ESL approaches and will use adapted texts or those designed for ESL content support. The ESL class will

use adapted texts of those in use in the regular English class, for example, graphic novels of Romeo and Juliet, simplified myths, and the Easy True Stories series. The Social Studies class will use texts for content area ESL from the EXPLORE series, published by Ballard and Tighe. Each ESL and Social studies group will meet for 1 hour per week. The Math class will meet for 2 hours per week. The program will take place over 22 weeks, with emphasis before exam and portfolio periods for extra support.

**Title III, Part A LEP Program**

Activity	Students served	Time, Frequency, Duration	Provider and Qualifications
<ul style="list-style-type: none"> <li>After-school tutoring in content area ESL</li> </ul>	<ul style="list-style-type: none"> <li>9<sup>th</sup> and 10<sup>th</sup> grade ELLs who are struggling with meeting outcomes of English, Social studies classes. 40 students.</li> </ul>	<ul style="list-style-type: none"> <li>1 hour per week for each team taught class, for 22 weeks, ending June 15<sup>th</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>Joelle Lobberecht, ESL License</li> <li>Derek Nason, ELA License</li> <li>Kathryn Ezra, Social Studies/ESL licenses.</li> <li>Belal Baydoun, Social Studies</li> </ul>
<ul style="list-style-type: none"> <li>Before and after-school supplemental math class.</li> </ul>	<ul style="list-style-type: none"> <li>9<sup>th</sup> and 10<sup>th</sup> grade ELLs who are struggling with meeting outcomes in math classes. 10 students.</li> </ul>	<ul style="list-style-type: none"> <li>2 hours per week for 22 weeks, ending June 15<sup>th</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>Yohanny Santana, Bilingual Math License</li> </ul>

**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.

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Teachers serving in the Title 3 program will attend at least 1 workshop provided by the Office of English Language Learners. This is in addition to the professional development opportunities provided as a part of the regular school program.

Topics will include:

- Differentiation of ESL literacy instruction
- language development for ELLs

- analysis of ELL student work, scaffolding ELL instruction
- incorporating technology in the content-based ESL curriculum
- data-driven instruction for ELLs

**Form TIII – A (1)(b)**

School:     X388          BEDS Code:   321200011388  

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$10,932 5 teachers X 22 wks X 2 hrs. X 49.89	<b>Per session for ESL and bilingual teacher to support ELL Students with before and after school tutoring</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$7,288	<b>Leveled Books for supplemental instruction (be specific)</b> <ul style="list-style-type: none"> <li>• Explore series texts and supplemental materials from Ballard and Tighe Publishers</li> <li>• Graphic novels for English class to supplement regular readings</li> <li>• Easy True Stories Series ESL texts</li> <li>• Adapted Romeo and Juliet texts</li> <li>• Adapted mythology texts</li> </ul>
<b>ELL Parent Involvement –</b>	\$1,822 \$500	<b>Metrocards for parent information sessions. Food for parent information sessions.</b>

<b>Educational Software (Object Code 199)</b>		
<b>Travel (be specific about trips)</b>		
<b>Other</b>		
<b>TOTAL</b>	\$18,220	

### **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**

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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 Spanish-speaking recent immigrant English Language Learners, almost all of their parents are also new immigrants as a result all of our parents require us to speak or write in Spanish for all school-family communication. We use the HLIS to determine the home language and preferred language of communication. This information is entered into ATS and is on the emergency cards.

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.

Survey results, both formal and informal, show that 100% of parents require oral and written communication in Spanish. This is a regular source of discussion at team meetings, and professional development. As the school serves 100% newly arrived Spanish-speaking immigrants, everyone on staff is aware that families require written translation of any information given and oral interpretation for all oral communication, including phone calls, meetings, parent teacher conferences, and information sessions.

#### **Part B: Strategies and Activities**

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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 the language of their choice, which most often is Spanish. As a result our in-house staff, including the secretary, parent coordinator, principal, and guidance counselor provides translation of all school correspondence in Spanish, including templates we can adapt for:

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

- e. 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
- f. All mandated information is provided in both Spanish and English, including, but not limited to, a translated Bill of Parents' Rights and Responsibilities, the Discipline Code, any health information, and Title 1 information.

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.

Because we have identified the need to interpret and translate for our students and their families, we have hired many bilingual staff members who are able to talk and write in Spanish and hold meetings in Spanish for parents when they come to school for:

- a. Open School Night, Family Association Meetings, SLT meetings and other evening school events
- b. Discipline meetings with teachers or the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school

Our Administrative staff is fully bilingual as are all of the office personnel, so all conversations can be held in the language of choice of the student and parent.

Our guidance department is also fully bilingual and able to hold and meetings and conferences in Spanish as well as English.

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:	270,951.51		270,951.51
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,710		2,710
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13,548		13,548
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	27,096		27,096
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_100%\_\_\_\_\_
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.

## 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.

### **Pan American International High School @ Monroe**

1300 Boynton Avenue, Bronx, NY 10472 • Bridgit Claire Bye, Principal

Phone (718) 991-7238 • Fax (718) 991-7872

Affiliated with "The Internationals Network for Public Schools" (INPS)

## **Pan American International High School at Monroe Parent Involvement Policy**

1. *The Pan American International High School at Monroe* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA):
  - a. Collaborate with the officers and members of the Pan American International High School at Monroe (PAIHS @ Monroe) Parent Teacher Association, Principal and staff to conduct a needs analysis of parents/guardians of PAIHS @ Monroe students.
  - b. Design and implement a plan of action for parental involvement based on needs identified by this needs analysis.
  - c. Involve parents/guardians in the decision about how the Title I, Part a funds reserved for parental involvement are spent.

2. *The Pan American International High School at Monroe* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - a. Hold regular meetings of the PAIHS @ Monroe Parent Teacher Association to jointly address areas of concern regarding student achievement at the PAIHS @ Monroe.
  - b. Involve parents/guardians of PAIHS @ Monroe students in the creation and review of the annual Comprehensive Educational Plan (CEP).
  
3. *The Pan American International High School at Monroe* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. The evaluation of the parental involvement will consist of several components including written surveys/questionnaires and publicly advertised, open meetings of the PAIHS @ Monroe Parent Teacher Association.
  - b. The evaluation of parental involvement will be coordinated by the PAIHS @ Monroe Staff, President of the PAIHS @ Monroe Parent Teacher Association, and the PAIHS @ Monroe Principal.
  - c. Parents will be asked to provide feedback on the school's parental involvement policy as well as provide future direction for the revision and continued implementation of this policy. Parents will also take leadership roles in the revision and implementation of the policy through the Parent Teacher Association and volunteer opportunities at the school.
  
4. *The Pan American International High School at Monroe* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the activities described below:
  - a. Each year, PAIHS @ Monroe will provide several opportunities for parents/guardians to attend a Family Orientation session to review the school's academic program and how it meets or exceeds the State's academic content standards as well as State's student academic achievement standards. Each student studies on an interdisciplinary, instructional team. This orientation and subsequent meetings of the PAIHS @ Monroe Parent Teacher Association will provide workshops on understanding students' quarterly Progress Reports and Report Cards. Workshops will also include specific strategies for parents/guardians to work effectively in a mutually supportive way with PAIHS @ Monroe teachers and staff. These teams will work with the PAIHS @ Monroe Principal to provide this orientation to parents/guardians.
  
5. *The Pan American International High School at Monroe* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- a. providing English as a Second Language (ESL) classes for parents/guardians
  - b. providing access to computer technology workshops for parents/guardians
  - c. conducting workshops on supporting students native language development
  - d. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
6. *The Pan American International High School at Monroe* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principal and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by the strategies and activities described elsewhere in this documents including:
- a. Working closely with the
  - b. PAIHS @ Monroe Parent Coordinator to design and implement the parent involvement policy
  - c. Working closely with the PAIHS @ Monroe Parent Teacher Association officers and members
  - d. Conducting regularly scheduled meetings of the PAIHS @ Monroe Parent Teacher Association
  - e. Providing parent orientation sessions for all families each year
  - f. Providing forums for discussion between teacher and parents/guardians
  - g. Regularly scheduled parent-teacher conferences to discuss students' academic progress
7. *The Pan American International High School at Monroe* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- a. PAIHS @ Monroe will provide all major notices to parents/guardians in Spanish, the native language spoken in the homes of our students. This includes written notices or announcements as well as public workshops/meetings at which significant numbers of parents/guardians are present.
  - b. PAIHS @ Monroe will utilize internal staff resources for translation/interpretation services in Spanish. PAIHS @ Monroe will endeavor to utilize external translation/interpretation services available from the NYC Department of Education as well as local community organizations.

### **Adoption**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A.

This policy is adopted by *The Pan American International High School @ Monroe* on will be in effect for the 2009-10 academic year. The school will distribute this policy to all parents of participating Title I Part A children on an ongoing basis as students enter the school.

Principal's Signature:

Bridgit Claire Bye  
Date: October 26, 2009

## **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.

**The Pan American International High School at Monroe** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010.

## **PART 1 – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

**The Pan American International High School at Monroe will:**

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

### **Mission**

Our mission is to develop our students' social, academic and leadership skills through collaboration, project-based curriculum and experiential learning opportunities that will emphasize English language development and build on Spanish language skills. Our college preparatory

program is committed to creating an environment that values students' cultures, native language and individual differences, while preparing them for academic and professional success in a changing world.

### **Core Beliefs**

- English Language Learners (ELLs) need to understand, speak, read and write English proficiently in order to realize their full potential within an English-speaking society.
- In an increasingly interdependent and globalized world, fluency in English, mastery in one's first language and knowledge of other foreign languages are vital resources for the students, the school and society.
- English and native language proficiency are most effectively developed within a content-based and collaborative instructional approach across the curriculum.
- Technological literacy and the use of technology are essential for both teachers and students in their learning and their language development.
- Experiential learning, both inside and out of the classroom, (such as project-based activities, internships and community service) provides students with language-rich opportunities, in English and Spanish, connecting classroom learning with real-world experiences, and promoting personal growth and leadership skills.
- Students learn at different rates and in different manners therefore, teachers must use a variety of approaches to make content and language accessible to students. Students must have multiple ways in which to demonstrate their learning and assessment should encompass a variety of means including formative, authentic, performance based (portfolios, exhibitions) and standardized (classroom tests, Regents).
- Successful learning communities emphasize high expectations and support students and their families in realizing these goals.
- As an integral part of the broader community, the school and its partners collaborate and share responsibility with teachers, students and parents to achieve success.
- A successful school governance model emphasizes collaboration in which faculty participate in the school decision-making process, not only in the areas of instructional program design, curriculum development, and materials selection, but also in committee work, peer selection, support and evaluation

The Pan American International High School at Monroe is a multicultural alternative high school for recent arrivals, serving the needs of students with varying degrees of limited English proficiency. Our mission is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond. The Pan American International High School at Monroe gives priority to

Hispanic students of limited English proficiency, who have been in the United States under four years at the time of application. All of our students enter as limited English proficient (LEP). They come from 10 countries and speak Spanish as a first language. Once admitted, the students remain with us for their entire high school careers.

The Pan American International High School at Monroe offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. At the same time, students have the opportunity to maintain and further develop their native language through native language arts coursework; peer mediated instructional activities and instructional materials and textbooks in their native language.

The interdisciplinary curriculum in the 2 teams of 12 teachers that we currently have is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction.

All classes are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age. They are supported by 12 teachers; 100% are regularly licensed and assigned to the school, 50% have more than 5 years teaching experience and 92% hold a Masters Degree or more.

The school year is programmed on a yearly schedule. Students stay with the same teachers for two years. Classroom projects are designed to explore interdisciplinary themes and structured for both collaborative and individual work. Instructional teams are given a portion of funds allocated to the school to purchase texts and libraries, which support the curricular goals of the teams. It is rare that an entire class will use one textbook. Our expectation is that our graduates will be able to work in depth both collaboratively and independently using a wide variety of sources. Teachers provide multiple assessment opportunities.

During the 2009-2010 school year all resources have been used to support our interdisciplinary learning curriculum model. We are a Title I School-wide School and all funding is used to provide direct instruction and support services for our students. Performance driven budgeting allows our team of teachers to assess at the grass roots what is needed and allocate resources to quickly support those needs. All teachers provide English and native language development through the content area of their instructional program. As students acquire their second language (English) they maintain and develop their native language and all students receive the benefits of all the programs and grants.

- hold parent-teacher conferences (at least annually in elementary school) during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held in during one afternoon and one evening in the fall and one afternoon and evening in the spring. (Parents will be notified as the exact dates are finalized by the NYC Dept. of Education.)
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Narrative Progress Reports are provided to parents four times a year at the end of the Fall semesters and a narrative at mid-points during both semesters. A Final Report Card with extensive narrative is provided to the parents at the end of each school year. In addition teachers make frequent contact with parents via telephone and email in order to keep them abreast of their child's attendance and academic progress.

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:  
Teachers and the team are in frequent contact with parents via telephone and email. Parents are constantly being reminded that teachers are available to meet and that all a parent needs to do is contact the guidance counselor or contact the school's secretary to set up an appointment. Parents receive a parent handbook at the beginning of each year which includes teachers contact information as well as class schedules. In addition parents are invited to attend monthly PTA meetings and workshops which are attended by many Pan American International High School at Monroe staff members.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:  
Parents are strongly encouraged and always invited to visit their child's classes. In addition, for five days a year we have open classroom days which are specifically aimed at accommodating parents in the classroom. This year the open classroom days are Monday December 7, 2009 through Friday December 11, 2009. Parents will also be encouraged to participate in their child's portfolio presentations.

## **PARENT RESPONSIBILITY**

**We, as parents, will support our children's learning in the following ways:**

- *support my child's learning by making education a priority in our home by:*
  - *making sure my child is on time and prepared everyday for school;*
  - *monitoring attendance;*
  - *talking with my child about his/her school activities everyday;*
  - *scheduling daily homework time;*
  - *providing an environment conducive for study;*
  - *making sure that homework is completed;*
  - *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*

- *participating in school activities on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding , as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement;*

## **PART II OPTIONAL ADDITIONAL PROVISIONS**

### **STUDENT RESPONSIBILITIES**

**We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will;**

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning, pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive in school every.)*

<b>ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)</b>
--

**The Pan American International High School at Monroe:**

- involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in the Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, and the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**SIGNATURES**

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

**NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.**

**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.

Students need additional help in literacy and mathematics, based on their LAB-R scores, Spanish LAB scores, and baseline English and Spanish writing samples, and math diagnostic that the students are administered upon enrollment.

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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

The school helps to provide an enriched and accelerated curriculum in a variety of ways. The Pan American International High School at Monroe offers a high school curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. At the same time, students have the opportunity to maintain and further develop their native language through native language arts coursework; peer mediated instructional activities and instructional materials and textbooks in their native language.

The school is organized into 2 interdisciplinary teams of mixed 9<sup>th</sup> and 10<sup>th</sup> graders with heterogeneous language levels. The interdisciplinary curriculum in all teams is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction. In an internship, students gain experiences in the world of work and can explore careers while extending their knowledge of English and U.S. culture in real life settings. All classes in each institute are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age. We also partner with College Now through CUNY to expose students to college level content while they are still in high school.

Reform strategies do not simply materialize in isolation but rather through a strong collaboration with many other networks and organizations. Professional Development is a key aspect to the strategy developed at International for school wide reform. PAIHS at Monroe works with the Internationals Network for Public Schools (INPS), eight other schools designing staff development activities in areas identified by each individual school such as:

- Performance based assessment
- Collaborative activity based curriculum
- English language acquisition, and
- Shared leadership and democratic school governance

Support has been provided in a variety of ways also identified by the schools such as

- School-requested professional development workshops
- INPS offers a summer professional development conference
- Teacher-initiated action research
- Classroom inter-visitation

- Curriculum revision and editing

Pan American International High School at Monroe also participates in Professional Development Workshops among our CFN to work on publication of curriculum writing and interschool feedback. Our principals meet on a regular basis and members of our staff meet to share and create curriculum.

Over the past year PAIHS at Monroe has worked to perfect a system of graduation by portfolio which is a key aspect to not only our schoolwide reform strategies but will allow our students to surpass the State's proficiency levels. Students present portfolios of their work in each subject 2 times per year to a panel comprised of students, teachers, and parent. This process will culminate in a graduation portfolio presentation at the end of 12<sup>th</sup> grade.

PAIHS at Monroe focuses professional development activities within teams through the writing of performance based curriculum, which supports students in meeting New York State standards; as well as mentoring of newer teachers, peer support and observation. Across teams, teachers work in groups on whole school curricular/instructional issues, the hiring and support of staff, integrating technology into instruction, and making policy. Professional development workshops are given on such topics as Cross-Cultural Communications, English Language Learners, Native Language Projects, and Technology on a regular basis.

At PAIHS at Monroe we recognize that no school-wide reform strategy can truly be successful without a large array of extracurricular activities as well as other enrichment opportunities. We are in the process of creating a student government to increase student voice and engagement in the school. After school intramural sports are offered through the Monroe campus schools. We also have an extensive program of after-school tutoring and enrichment.

Community based organizations and partnerships are instrumental in our school wide reform strategies. We have an extended day and college readiness program in cooperation with SOBRO.

#### **Meeting Educational Needs of Underserved Populations:**

At Pan American International High School at Monroe we strive to meet the educational needs of historically underserved populations. PAIHS at Monroe accepts only recently arrived Spanish-speaking students of limited English proficiency who have been in the United States under four years at the time of application. The students come from Latin America, predominantly the islands, Mexico, and Central America. Once admitted, the students remain with us for their entire high school careers.

#### **Addressing Needs of All Children Particularly At Risk Students:**

Pan American International High School at Monroe seeks to 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 School wide Program. With a 100% ESL population clearly our entire

student population can be considered to be at risk. We have developed a series of programs which are clearly aimed towarded addressing the needs of our at risk population. These programs include counseling, pupil services, college and career awareness/preparation.

Pan American International High School at Monroe's Support Services include a guidance counselor who works with the instructional teams to provide an advisory program and helps the teams to work on case management. The teams are each responsible for half of our students. This means that every cohort of students is supported by at least 4 caring adults who provide proactive support to meet both the students' academic and affective needs. Each teacher assumes a teacher-counselor role as the first line in providing support. The four teachers conduct regular case management on a weekly basis to develop appropriate strategies and interventions to help their students.

One of our core beliefs is that individual students learn best from each other. To maximize this collaborative approach to learning classes are structured in heterogeneous groups and differentiated instruction is provided. Students are engaged in hour long periods of inquiry-based and project-based group work which fosters constant interactive learning. Students feel supported and cared for and have fewer tendencies to be disruptive in or out of class. Since we also value multi-cultural instruction, students learn about and respect each others' culture and values and to provide support for one another.

Our most at-risk students receive additional support through our SIFE program where specific techniques are employed to meet individual needs of students. This program is provided in addition to students' normal class load.

We use the weekly 150 minutes of contractual time to provide small group instruction based within each instructional team. Students receive support in content area review, literacy skill reinforcement, portfolio mentoring, and Regents preparation. Students are assigned based on individual needs. Each team designs their own program based on particular needs of their students.

Our school policies are consistent with and are designed to implement State and local improvement. This includes adherence to regulations such as NCLB, Title I, Title III, as well as the city regulations for extended day which was added to the new UFT teacher contract.

After-school programs support students' achievement in all content areas.

### **3. Instruction by highly qualified staff.**

All teachers are licensed in the content area they teach or in ESL. We are working towards dual certification of at least 2 teachers per team in ESL and their content area.

**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.**

Faculty members have bi-weekly meetings with their instructional teams to plan project-based curriculum that meets the needs of ELL's and the Regents requirements. Weekly discipline (subject area) meetings have allowed Math, Science, Social Studies, and English teachers to review and share curriculum that engages students and meets state and local standards. In the 2008-2009 school year Pan American International High School at Monroe participated in joint staff development projects with the other Internationals Network For Public Schools and have done so so again in the 2009-2010 school year. In addition, 6 members of our staff have taken part in the Dr. Aida Walqui's Q-TEL West Ed. Training. We believe the best staff development must be ongoing and must be performed by fellow practitioners.

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

The school participates in the UFT Open Market System and the new teacher finder where a faculty committee ultimately hires teachers qualified to teach at the school. We have a very intensive interview process in which applicants visit, submit lesson plans for review and feedback of teachers in the school and then ask the applicants to revise. Through this process we assess potential staff members' willingness and ability to collaborate, reflect and revise – skills we believe are essential to teacher effectiveness.

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

Through interviews and meetings with individual parents and the officers of the Parent Association, we have identified the following strategies to maximize the relationship we have with parents:

- To present information on our school, and its instructional methodologies
- To clarify our dual assessments: by portfolio process and by Regents exams
- To present information on requirements for graduation
- To inform parents about the college application process and the resources for financial aid
- To inform parents about the available support and facilities in the community

Since PAIHS at Monroe has an entirely Spanish-speaking population, much we consistently deliver information to families in native language, as well as English. Members of the Parent Association have agreed to work together with the Parent Coordinator to:

- Continue identifying parental needs
- Run workshops and translate important information orally and in writing
- Enlarge the membership of the Parent Association by reaching out to families
- Introduce and bring in community services such as Health Plus and legal information on immigration to parents

Parents agree that the more we can provide services to parents that they need in their transition to living in a new culture, the more active and communicative they become in the needs and education of their children. With the assistance of our Parent Coordinator and further requests from our

PTA, continue and attempt to expand our meetings providing access to information and services to parents in the areas of health care, immigration issues, issues of adolescence and college and financial aid. With the help of the faculty, the PTA had workshops on college and financial aid, health insurance, Parent/Teen communication skills, homework support, workers' rights, family budgeting, health/medical issues and teenage issues.

Because of our strong sense of community, engendered by the common language of the parents, students, and high percentage of school staff, our parent participation has been consistently high.

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.

Teachers play the major role in providing information on and improving upon the achievement of individual students and the overall instructional program. At the conclusion of each semester, the teachers on a team review each student's linguistic, cognitive, and personal/cultural progress in the areas of humanities and math/science/technology through the portfolio presentations. The team makes a determination of whether the student has successfully completed course requirements. The feedback to students indicates strengths and areas in need of improvement as well as recommendations for further growth or study. Students are also provided feedback on their progress in meeting graduation standards.

Due to the governance structure at PAIHS at Monroe, teachers are not only included in all decisions regarding academic assessment but they actually are responsible for creating our decisions and policies.

A major thrust of our staff development days this past year has been to effectively provide periodic assessments. We've spent the past two years focused on assessment specifically strengthening project based instruction and improving our graduation portfolio. Along with all of the other schools in the the International's Network for Public Schools (INPS) we have developed a system to more effectively inform students with information as to the progress they are making in each subject area.

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.

The school's program for Academic Intervention Services (AIS) is incorporated throughout each team and throughout the entire school. To ensure that students are receiving adequate counseling to support their progress towards meeting graduation requirements, support services have been integrated into our interdisciplinary team model, with one member of each team designated to provide support services to students enrolled on that interdisciplinary team. The work they do includes the following:

- a. academic advisement

- b. individual/group counseling crisis intervention
- c. counseling family contact/conferences student

Having small groups of teachers working closely with a common cohort of students allows for a shorter response time from assessing a need to planning and implementing support strategies for the student. In addition, this group can also identify emerging school-wide issues, guaranteeing early response and intervention as necessary.

The special needs of students who may have learning needs undiagnosed in their home country, which have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Our SIFE classes are an integral and supplemental part of the school's Academic Intervention Services in reaching out to our student population with special needs due to educational disruptions in their native country. In addition to special classes established for our SIFE students we have small group instruction which helps provide these students with the services needed while providing them with even greater specialized personal attention. Our after school tutoring program also provides additional help to both our SIFE and regular ESL students by providing homework help, as well as additional instruction with both classroom projects and regents preparation.

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.

Title I, Title III, SIFE Grant, Part 154 LEP and Contract for Excellence. These resources will be utilized to: reduce class size, hire ESL Teachers for language development, hire subject teachers in Math, Professional Development Literacy workshops in English and Math, Curriculum writing to meet the needs of our ELL's, Parent ESL classes, Parent involvement activities.

#### **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:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

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<sup>1</sup> 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.

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

**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.

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**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)*<sup>2</sup> 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

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<sup>2</sup> 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.

We assess curriculum continuously by meeting with departments to plan units and curriculum. Both administration and coaches meet with teachers to discuss the units before they are taught. Summer PD was used to plan long-term, intermediate, and short term outcomes for each grade level and subject. We follow up on the planning by observing classes. Interdisciplinary team meetings are used to share curriculum and give peer feedback.

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?

Our review of curriculum has shown that there is insufficient differentiation for students at different levels of English proficiency, that the amount of reading and formal writing assigned is insufficient and not at a sufficiently challenging cognitive level for many of them.

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 are continuing to map curriculum and give feedback about units to teachers in various forms. We continually assess the appropriateness of learning outcomes in discipline meetings, inter-disciplinary meetings, and through classroom visits. Professional development time is dedicated to sharing and mapping curriculum and learning techniques to improve the quality and level of instruction. We do not require additional assistance from Central at this time.

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## **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.

We assess curriculum continuously by meeting with departments to plan units and curriculum. Both administration and coaches meet with teachers to discuss the units before they are taught. Summer PD was used to plan long-term, intermediate, and short term outcomes for each grade level and subject. We follow up on the planning by observing classes. Interdisciplinary team meetings are used to share curriculum and give peer feedback.

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?

A review of math curriculum and instruction shows that process strands are often addressed implicitly rather than explicitly. Due to our teachers' unfamiliarity with working with students with widely divergent math backgrounds, units do not always include enough math at grade level, and it is not always clear that mathematical concepts are being addressed rigorously and systematically.

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 are continuing to map curriculum and give feedback about units to teachers in various forms. We continually assess the appropriateness of learning outcomes in discipline meetings, inter-disciplinary meetings, and through classroom visits. Professional development time is dedicated to sharing and mapping curriculum and learning techniques to improve the quality and level of instruction. We do not require additional assistance from Central at this time.

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## **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.

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

Applicable   x 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?

Frequent classroom visits to ELA classes and a review of lesson plans and unit plans show that the predominant mode of instruction is cooperative group work. Direct instruction is rarely used in ELA classes, and then only as an adjunct to the project-based instruction.

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.

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## **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* (SOM<sup>3</sup>) 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.

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<sup>3</sup> 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.

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.

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?

Observation of classroom instruction has shown that in one of our classes, the students are highly engaged in hands on learning and technology is used extensively. In the other classroom, this is not happening as yet.

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.

We are supporting the teachers through coaching, peer mentoring, and observation of classroom instruction. We do not currently need additional support from Central.

**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.

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?

Our turnover has been low, but the percentage of new teachers is very high because we are a new school, and by definition, we will have teachers new to the school until we are at capacity.

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.

We are building an ongoing system of teacher support and involvement that we expect will lead to high teacher retention. The issue of teachers new to the school will be reduced when we do not need to hire a new team of teachers every year.

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#### **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.

Our school is entirely comprised of recently arrived ELLs. Every aspect of the school is focused around their needs.

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

Applicable   x 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?

All of our PD is geared towards the instructional needs of ELLs. All of our curriculum, instruction, and system of monitoring progress is focused on 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.

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**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.

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?

Although we do collect and use ELL data, our use of data is not yet regular and systematic.

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.

We are in the process of developing systems to regularize data collection, dissemination and use. We are bringing more data to PD and meetings and working with teachers on using it effectively.

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**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.

We do not currently have students with IEPs

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

Applicable   x 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?

We do not have students with IEPs due to the fact that all of our students are new to the country and are not classified, nor would it be appropriate for them to be evaluated, based on their newness to English and the high percentage of students with interrupted or insufficient formal education.

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.

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### **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 no students with IEPs

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

Applicable   x 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?

We have no students with IEPs.

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>

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### **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 currently have 8 students in temporary housing.

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

Counseling, metrocards, meals, we allow students to stay in extended day as long as needed, we provide food in extended day programs, and offer support to parents.

### **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.