



PAN AMERICAN INTERNATIONAL HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **24Q296**
ADDRESS: **45-10 94TH STREET, ELMHURST, NY 11373**
TELEPHONE: **718-271-3602**
FAX: **718-271-4041**

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SECTION I: SCHOOL INFORMATION PAGE

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

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

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Azeen Keramati

PRINCIPAL: Marcella Barros

UFT CHAPTER LEADER: Azeen Keramati

PARENTS' ASSOCIATION PRESIDENT: Juan Pacurucu

STUDENT REPRESENTATIVE:
(Required for high schools) Yanilka Escoboza

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** CFN106

NETWORK LEADER: Cyndi Kerr

SUPERINTENDENT: Juan Mendez

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Marcella Barros	*Principal or Designee	
Azeen Keramati	*UFT Chapter Chairperson or Designee	
Juan Pacurucu	*PA/PTA President or Designated Co-President	
Jorge Gamarra	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Francisco Candelario	DC 37 Representative, if applicable	
Yanilka Escoboza	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yolanda Gomez	Parent Representative	
Fernando Molano	Parent Representative	
Vivian Fonseca	UFT Member	
Cesar Perez	Student Representative	
Jonathan Munoz	Student Representative	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

Teachers work together in small instructional teams to develop challenging and engaging interdisciplinary, project-based curricula. While the fostering of English language development is key, teams also seek a variety of ways to further the development of academic native language skills. Teachers on the same team exchange resources and ideas to further support the interdisciplinary connections made within the team's curricula. At weekly team meetings, teachers sit down together not only to discuss the progress of their students (through student work and assessments), but to support and give feedback on each other's work. This year we are graduating our first senior class and adding a Student Success Center as part of our ongoing college readiness program.

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

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Pan American International High School				
District:	24	DBN #:	Q296	School BEDS Code:	342400011296

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.5%	92.2%	91.62%		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0			83.1%			
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0			7.7			
Grade 8	0	0	0						
Grade 9	79	98	79	Students in Temporary Housing: Total Number					
Grade 10		74	103	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11			77			3	1		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	79	172	259			85	46		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions		5	7		
Number all others	0	0	0	Superintendent Suspensions		7	3		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes				Early College HS Participants	0	0	0
# in Dual Lang. Programs							
# receiving ESL services only	79	172	259	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	7	12	17
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	1	1	1
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	40	78	127				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native				Percent more than two years teaching in this school	n/a	58%	71%
Black or African American				Percent more than five years teaching anywhere	0%	29%	24%
Hispanic or Latino	100%	100%	100%	Percent Masters Degree or higher	100%	75%	82%
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	89%	82%
White							
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓		
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				-	-		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Other Groups							
Students with Disabilities				-	-		
Limited English Proficient				✓	✓		
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject				4	4		

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	N/A	Overall Evaluation:	N/A
Overall Score	N/A	Quality Statement Scores:	N/A
Category Scores:	N/A	Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	N/A	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	N/A	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	N/A	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	4	Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Our school is entering its fourth year serving approximately 350 students in grades 9-12. This year we are working the following academic performance trends:

- Currently 22.7% of our students are scoring at the beginner level on their NYSESLAT exams.
- In addition, we have an extraordinarily high percentage of boys in the 12th grade. There is a 2:1 ratio of boys to girls.
- Currently 36.6% of our students are overage, under credited youth.
- In addition, our school serves an entirely Spanish speaking immigrant population, identifying them as one of the most academically at risk youth populations in our city.
- Approximately 30 students are either SIFE and/or have very weak literacy skills in their own native language and struggle tremendously with their English language development.
- Most of our parents work overwhelming hours and were very unfamiliar with the educational system in this country, thereby making it difficult for them to engage in their child's education.
- 50.0 percent of students passed the Living Environment Regents.
- 34.8 percent of students passed the Global History Regents.
- 36.1 percent of the students passed the Integrated Algebra Regents.
- 26.1 percent of the students passed the US History Regents.
- 27.7 percent of the students passed the English Regents.

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

- **95% of our students accumulated 10 or more credits** in the 2009-10 school year.
- Due to our rigorous attendance intervention plans, our attendance rate for the 2009-10 year was **91.62%**.
- **92%** of our 11th grade students are on track for graduation through credit accumulation.
- **College Readiness Program** – This year we have launched our first Student Success Center College Program, in partnership with our lead community partner, Make the Road NY. This center is place where students receive support in completing college applications, applying for financial aid, college and career counseling, and participate in college visits. This grant also funds a full time college coordinator in our school which provides college workshops for

students and parents. We are also continuing our partnership with LYHEP (Latino Youth for Higher Education Program) which consists of 12 college mentors from Baruch College that work approximately 20 volunteer hours in our school throughout the year. Students have greatly benefited from the support of these mentors through an after school college readiness program, summer work, and the annual Career Day and College Fair they host in our school.

- **Hiring of New Staff** – As a new school entering its fourth year, we conducted a rigorous recruiting process to bring on a new team of teachers and an attendance coordinator. As we grow to full capacity this year, it is our aim to continue to build the capacity of our school with the most qualified staff. We also have created teacher leadership opportunities such as Coordinator of Student Activities, College Advisor, Internship Coordinator, and Senior Activities Coordinator. In addition, we are proceeding with the process of hiring an assistant principal and will complete the C-30 process by December 1st.
- **School based Committees** – Last year we launched the following school based committees. These committees have grown in leadership capabilities and have helped our school enter its third year successfully.
 - **Leadership Council** – This year we will have four instructional team leaders, one support team leader, an assistant principal, and Principal form the leadership council which will be responsible for making school decisions, ensuring functioning of instructional design and implementation, and monitoring progress of all students through the dissemination and analysis of student data.
 - **Internship Program** – This year we are continuing our internship program for 11th graders. Through the partnerships that we have built in our community this past year we will be able to provide students with the experiential learning experiences that they will need to succeed in college and beyond.
- **School Quality Review** – We successfully completed our school quality review last year with a “Proficient” rating. We have already started implementing many of our reviewer’s suggestions for areas of improvement as we continue to develop our school. We have started the process of mapping school wide curriculum and creating common core formative assessments through our newly formed content area teams.
- **Learning Environment Survey** – Our school scored an 7.6 out of 10 in Academic Expectations, 7.4 out of 10 in Engagement, 7.1 in Communication, and a 7.8 in Safety and Respect

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

- **English language proficiency in students** – As many as 35% of each year’s incoming ninth graders enter our school as their first school in the United States. These students arrive with little to no English and are still required to complete the same high school requirements for graduation. This is a tremendous challenge for them as they attempt to succeed academically in this country and for us as a school trying to ensure students remain on track for graduation.
- **Budget Constraints** – Budget cuts and hiring restrictions continue to create a big burden for our school as it enters its fourth year. We were not able to hire all the staff that we may have wanted to recruit and were bound to only hire within set restrictions. We also have a student body composed of families with low socio-economic needs. We hope to be able to provide all

the supplements necessary to provide the same level of academic rigor that we have these past three years.

- **Teacher Experience** – As a new school hiring new teachers each year, we still have a large percentage of our teachers that have only taught five years or less. This means that we must provide substantial professional development and support in developing their instructional skills. In particular, many of our teachers are teaching English language learners for the first time and need training in the strategies and methodologies that work best to support ELL students.

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

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

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

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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

1. Sixty percent of our students will show improved scores on at least one subset of the NYSESLAT exam.
2. All teachers will use our formalized instructional goal setting framework structure to set goals, create action plans, and assess their growth over the year.
3. Seventy five percent of students will be on track for graduation with their cohort as demonstrated by credit accumulation.

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 2010-11 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, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Development

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Sixty percent of our students will show improved scores on at least one subset of the NYSESLAT exam.</p>
<p>Action Plan 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"> • Design curriculum that gears instruction and assessment toward learning outcomes that develop English language skills in each class. • Offer elective classes for beginner level students and literacy classes for students in most need of literacy development. • Provide a Saturday class for beginner students to receive additional academic support. • Use our English formative assessment rubrics to identify students in need of additional support and progress development in English throughout the year. • Examine curriculum maps to ensure that instruction is appropriately scaffold and differentiated for beginner students. • Provide professional development to all teachers that equips them to adapt curriculum and instruction to students at all levels of English language proficiency. • Participate in the Common Core Standards Citywide Literacy Pilot, to help teachers develop their skills in implementing literacy building activities into their curriculum. • To assign a mentor to work with the English department teachers to help develop language development strategies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Per session provided for teachers to meet in disciplines and teams after school to receive training on curricular mapping and planning (Title III, FSF) • Providing opportunities in the schedule for teachers to have common planning prep time • Per session for before and after school programs (C4E, FSF) • Providing materials, supplies, and admission fees for field trips and/or service learning trips that engage students in community work (Title III, FSF) • Per Session for Content Area Team Leaders to facilitate the incorporation of a writing project based on the Consortium rubrics in the four major content areas (ELA, Social Studies, Science, and Math).

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

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All teachers will use our formalized instructional goal setting framework structure to set goals, create action plans, and assess their growth over the year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will set individual instructional goals based on the Internationals Network School Feedback and Support Rubric. • Teachers will collect evidence demonstrating their growth such as peer intervisitation feedback, student work, curriculum samples, and coach/mentor feedback. • Teachers will write a narrative describing their development as a result of this process. • Teachers will participate in on-site and off-site professional development that will connect with their goal and share that knowledge and experience with colleagues. • Teachers will have a portfolio that includes their goal for the year, their action plan, evidence of growth in the goal, self-assessment, intervisitation feedback, peer completed rubrics, supervisor and/or coach feedback, student work, curriculum samples, and a reflection on their progress toward meeting their goal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Per session will be provided for teachers that attend after school external PD focused on ELL instruction (Title III) • Training fees paid for teachers to attend ELL training provided through the Office of English Language Learners, such as QTEL. (Title III) • Per Session provided to a group of lead teachers that help to facilitate and implement Inquiry based work for the entire school (TL Children First Inquiry).

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • School Leadership Council will analyze data surrounding teacher goals to develop on-going professional development at the school level. • Each instructional team will present the progress of their action research project in the middle of the year and the final results at the end of the year. • Teachers will provide written reflections and observations of their intervisitation. This reflection will include feedback on what they have learned from observing their peers. • Teachers will turnkey external training opportunities and experiences to teaching staff. • All teachers will set goals by January 2010.
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Subject/Area (where relevant): Academic Achievement

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Seventy five percent of students will be on track for graduation with their cohort as demonstrated by credit accumulation.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Students who are under credited will be identified by guidance staff and targeted to receive additional academic support. • Each instructional team's leader will coordinate with guidance staff to identify students in need of academic intervention. • Students identified in need of intervention are mandated for after school tutoring and peer tutoring • Progress reports will be distributed to students and mailed home to parents for all students in danger of failing classes four weeks before report cards are issued. • Individualized credit recovery plans will be implemented for students that are under credited. • Data specialist will periodically provide relevant data to instructional team as well as work with the team to interpret and apply the data. • HSST transcripts will be reviewed guidance staff and assistant principal after each marking period to monitor student credit accumulation. • ARIS system reviewed periodically by instructional teams to monitor under credited students in need of credit recovery. • Report Cards reviewed at the end of each marking period to monitor which students did not pass courses and are in need of academic support.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<ul style="list-style-type: none"> • Per session will be provided for teachers that hold after school and Saturday credit recovery classes (FSF). • Providing a block schedule which will allow students to have an individualized schedule to ensure they are receiving the necessary classes. • Hiring of an additional Social Studies teacher to alleviate student bottleneck caused by large amount of students needing an additional Global History class (FSF).

<i>described in this action plan.</i>	<ul style="list-style-type: none"> • Staff Professional Development that looks at student data to identify patterns and trends that may help in achieving our goal.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Each marking period, 4 times a year, we will monitor course pass rates and credit accumulation across all grades. • Each content area will review the scholarship reports of their team at the end of each marking period. This data will be used to modify or adapt curriculum based on student need. • Regents results will be compared to course pass rates to ensure alignment with curriculum. • Seventy five percent of students will be on-track to graduation at the end of the first semester.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	32	47	39	52	0	0	0	0
10	N/A	12	8	10	4	0	2	1
11	N/A	68	50	69	2	0	2	0
12	47	36	36	37	0	0	0	0

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

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

Part B. Description of Academic Intervention Services

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

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s): 9-12 **Number of Students to be Served:** 323 LEP 26 Non-LEP

Number of Teachers: 28 **Other Staff (Specify):** 1 AP, 1 School Aide, 1 parent Coordinator, 2 Secretaries, 1 Guidance Counselor, 1 Social Worker, 3 Community Associates

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

High-quality Instructional with Title III funding program:

Saturday Explorers program: ELL students attend a Saturday academy that runs for 18 weeks from February to June for four hours each session. Two teachers (one of which is an ESL teacher) co teach with a content area teacher on a rotational basis. The ESL teacher develops interdisciplinary curriculum that is developed in conjunction with the other teachers. As the cross-curricular units are taught the ESL teacher will team teach with math, social studies, science and ELA teacher in order to provide more targeted assistance to the ELLs in the respective content areas through thematic units. Content area team teachers will co teach with the ESL teacher as determined by curricular planning. Students receive additional academic support to help advance their English language skills. This class is made up of predominantly lo-intermediate ELLs. This class provides more individualized and differentiated support in acquiring the development of academic English which strongly connects to their success in academic content area classes. Students visit NY Hall of Science, Statue of Liberty and the Metropolitan Museum of Art as they connect with science and history classes. .Students are required to complete assignments connected to their Title III class learning. Approximately 30 students are served through the Saturday program in grades 9-11. Travel costs and admission fees are not paid with Title III funds.

After-School program: ELL students attend an after school class that runs for 16 weeks from February to June for four hours each week. These classes are in session on Mondays, Tuesday, Thursdays, and Fridays. Two teachers (both of which are ESL teacher) each teach an after school class that focuses on additional support in English language development. Students are able to work on targeted areas of need such as literacy and English language development. The teacher assists students in completing assignments from other content area classes. One of these classes is targeted at providing additional support for the written components of the Global Studies Regents, and the other for the English language skills. Materials for this program will be purchased with Title II funds. These materials include supplemental books and supplies (card stock, poster boards). In addition, both of these classes aim to increase students' achievement on the NYSESLAT. Approximately 40 students are served through this after school class in grades 9-11. Although we fund other after school programs with other funding, these two classes are paid with Title III.

Parent program: Parent program consists of a core PA program as well as a Parent Institute which provides workshops for 20-25 parents in various areas such as adolescent development, supporting parents in academic intervention, teaching parents about college access, and guidance teen issues. All of our parents are Spanish speaking and very few speak English. Therefore these workshops are facilitated by at least one Spanish speaking teacher or guidance staff. The Parent institute will offer one workshop a month from February to June. The workshops will run for two hours each in the evenings. Title III money will fund per session for school staff (one teacher and one guidance counselor) that facilitate the workshops, refreshments for the meetings, Metrocards that will be provided to increase parent participation. In addition, to further support the work of the Parent Institute, we will fund a parent library that will consist of books in Spanish that tie to the topics covered in the workshops. This will further increase parent involvement as they become aware

of the various ways they can be involved in supporting their child's academic success. Minimal materials will be provided to parents such as chart paper, colored paper, and photo paper which they will use during their workshops.

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.

Weekly professional development meetings, which will include the following topics:

- Differentiation of instruction
- Language development
- Analysis of student work in order to improve instruction/design interventions
- Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
- Scaffolding instruction
- Incorporating technology in the curriculum
- Peer critiques of teacher-generated curricula
- Developing native language projects to support English language acquisition

Peer observations – teachers will observe each other teach and write reflective statements pinpointing new strategies and techniques they have learned as a result of the classroom intervisitations.

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

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

Professional Development with Title III funding:

QTELL training –Three Title III teachers will complete full-week workshops in Spring 2010 with West Ed's Aida Walqui, where teachers learn how to better incorporate ESL methodologies like scaffolding and differentiation into their after school and Saturday Title III programs.

Section III. Title III Budget

School: 24Q296 BEDS Code: 342400011296

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$25779.04	Saturday Academy 2 ESL teachers x 18 weeks x 4 hour sessions x \$ 49.89= \$7184.16 After school class taught by ESL certified teachers that will provide additional academic support to ELLs (3 ESL teachers x 16 weeks x 4 hours x \$49.89 = \$9578.88) Professional Development QTEL Building the Base (5 days) 4 Teachers x 30 hrs x \$49.89 = \$5986.80 Per Session for ESL teachers along with school staff to engage in supporting the Parent Program . (5 teachers x 5 sessions x 2hrs x \$49.89 = \$2494.5) (1 guidance counselor x 5 sessions x 2 hours x \$53.47 = \$ 534.70)
Purchased services - High quality staff and curriculum development contracts.	\$3100	Retired ESL teacher and coach to mentor ESL teachers one day a week to discuss strategies and development in the areas of curriculum design and implementation geared toward English language learners.

<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	<p>\$6160.96</p>	<p>Materials for parent program: \$600 These include: photo paper, chart paper, colored paper, poster paper, as well as access to school printers.</p> <p>Library books and resources for parent institute: \$1000 Books in Spanish for Spanish speaking parents of ELL students. Topics will cover: Adolescent development, Adolescent education, Communication with adolescents, Teen Issues, College Access, Dictionaries, Language Development.</p> <p>Textbooks for after school classes and Saturday program</p> <table border="1" data-bbox="1041 508 1902 1044"> <tr> <td>Ancient Civilizations Classroom set</td> <td style="text-align: right;">\$449.80</td> <td>Textbooks</td> </tr> <tr> <td>Non-fiction Early Science Classroom Set</td> <td style="text-align: right;">\$695.90</td> <td>Textbooks</td> </tr> <tr> <td>Life Science/Human Body Classroom Set</td> <td style="text-align: right;">\$607.08</td> <td>Textbooks</td> </tr> <tr> <td>Easy True Stories: A Picture-Based Beginning Reader</td> <td style="text-align: right;">\$178.80</td> <td>Textbooks</td> </tr> <tr> <td>Picture Stories Language and Literacy Activities for Beginners</td> <td style="text-align: right;">\$173.30</td> <td>Textbooks</td> </tr> <tr> <td>Non-fiction fluent plus Social Studies Classroom Set</td> <td style="text-align: right;">\$836.08</td> <td>Textbooks</td> </tr> <tr> <td>History Alive! The Ancient World Teacher</td> <td style="text-align: right;">\$810.00</td> <td>Textbooks</td> </tr> <tr> <td>History Alive! The Medieval World Teacher</td> <td style="text-align: right;">\$810.00</td> <td>Textbooks</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$4560.96</td> <td></td> </tr> </table>	Ancient Civilizations Classroom set	\$449.80	Textbooks	Non-fiction Early Science Classroom Set	\$695.90	Textbooks	Life Science/Human Body Classroom Set	\$607.08	Textbooks	Easy True Stories: A Picture-Based Beginning Reader	\$178.80	Textbooks	Picture Stories Language and Literacy Activities for Beginners	\$173.30	Textbooks	Non-fiction fluent plus Social Studies Classroom Set	\$836.08	Textbooks	History Alive! The Ancient World Teacher	\$810.00	Textbooks	History Alive! The Medieval World Teacher	\$810.00	Textbooks	Total	\$4560.96	
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History Alive! The Ancient World Teacher	\$810.00	Textbooks																											
History Alive! The Medieval World Teacher	\$810.00	Textbooks																											
Total	\$4560.96																												
<p>Educational Software (Object Code 199)</p>	<p>\$0</p>																												
<p>Travel</p>	<p>\$1000</p>	<p>20 Metrocards x 10 parent meetings to increase parent participation</p>																											
<p>Other</p>	<p>\$800</p>	<p>Refreshments for 10 parent meetings</p>																											
<p>TOTAL</p>	<p>\$36,840</p>																												

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)*
- b. Special events (Talent Showcase, Culture Day, Field Day, etc.)*
- c. Progress Letters of concern about students' academic performance and behavior*
- d. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school.*
- e. Student and Parent Manuals*
- f. Agendas for School Leadership Team meetings and parent meetings are provided in both languages.*

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

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

- a. *Parent meetings are conducted in Spanish, and English translation is provided to non-Spanish speaking school staff and guests that may attend.*
 - b. *Translators are provided to each non-Spanish speaking teacher during Parent Teacher Conferences.*
 - c. *Our telephone systems provide directory information and school announcements in Spanish*
 - d. *Our automatic telephone system which is used to make announcements and notify parents of students' attendance is recorded in Spanish.*
 - e. *Non-Spanish speaking teachers that wish to communicate with parents over the phone, use the three-way calling translation service provided by the DOE Translation Unit.*
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$169,574	\$3500	\$173,074
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1696	\$35	\$1731
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8479	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,957	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 82%
6. 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.
- Teachers will be reimbursed for at the CUNY rate for attending the classes necessary to obtain certification in the content area they currently teach in.
 - In the meantime, these teachers will work closely with a departmental liaison from the content area to ensure that the required state curriculum is covered.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Involvement Policy

1. The Pan American International High School 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 Parent Association, Principal and staff to conduct a needs analysis of parents/guardians of PAIHS 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 is spent.
2. The Pan American International High School 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 Parent Teacher Association to jointly address areas of concern regarding student achievement at PAIHS.
 - b. Involve parents/guardians of PAIHS students in the creation and review of the annual Comprehensive Educational Plan (CEP) which takes from September through November each year.
3. The Pan American International High School 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 Parent Teacher Association.
 - b. The evaluation of parental involvement will be coordinated by PAIHS Staff, President of the PAIHS Parent Teacher Association, and the PAIHS 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 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 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 Parent 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 teachers and staff. These teams will work with the PAIHS Principal to provide this orientation to parents/guardians.
5. The Pan American International High School 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 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 PAIHS Parent Coordinator to design and implement the parent involvement policy
 - b. Working closely with the PAIHS Parent Association officers and members
 - c. Conducting regularly scheduled meetings of the PAIHS Parent Association
 - d. Providing parent orientation sessions for all families each year
 - e. Providing forums for discussion between teacher and parents/guardians

- f. Regularly scheduled parent-teacher conferences to discuss students' academic progress
7. The Pan American International High School 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 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 will utilize internal staff resources for translation/interpretation services in Spanish. PAIHS 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 and will be in effect for the 2010-11 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:

Marcella Barros

Date: October 29, 2010

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Compact 2010

- What is the mission of Pan American International High School?

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

- How is PAIHS fulfilling its responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment to enable students to meet the State's student performance standards?

PAIHS uses its own teacher-generated curriculum. This curriculum has been aligned to the NY State standards. These standards outline all the skills and content that the State Education Department has determined that all high school students should learn. In other words, the skills and content that the state requires are taught and covered in our curriculum. Our curriculum is project-based, which means that students produce and present a product such as a lab report, a research paper, a literary essay or a math project as a result of the learning done in a given class. This year teachers are engaged in a year long curricular mapping project guided by lead teachers in each content area.

Students are placed in one of four instructional interdisciplinary teams. All teams teach English, Social Studies, Math, Science, Spanish Language Arts and all teachers teach electives. Students must pass all of their classes in all of their teams; pass the required Regents examinations and a graduation portfolio in order to graduate.

The instruction at PAIHS is student centered. By doing projects, performing experiments, acting in a role-play, or researching a phenomenon students learn skills and content. Projects usually end in an oral or written presentation, thereby requiring students to use English to explain what they have learned.

Classes at PAIHS are small. They have between 18 and 25 students. Classes are at least fifty five minutes long to allow students to maximize what they can experience in a given class. Six teachers teach the same 80-90 students each day. This allows teachers to get to know their students and to work together to best teach and support these students. Students often work in groups which are designed to help them to learn more English, as well as a particular topic or skill.

PAIHS also teaches values and social attitudes. The school culture encourages students to appreciate diversity. Many of the projects that students do are done in groups. This collaboration allows the students to speak and learn through their teachers and their peers.

Teacher facilitated discussions help students to understand each other's opinions and discourages intolerance. Students learn how to get along in groups and usually make friends across cultures, races and religions.

Students at the Pan American International High School students put together a collection of their best work and present this portfolio at the end of each semester. This includes a self-reflection on their development in each of their classes as well as projects in the areas of Math, Science, and Humanities.

- What are the responsibilities of PAIHS parents and family members in terms of supporting your children's learning?

Parents and family members play an essential part in the education of students at PAIHS. Parental support of students and of the school is vital to success. Parents and families are involved in students' learning through monitoring their attendance, discussing school and schoolwork, attending parent-teacher conferences, meeting with guidance counselors when academic and/or behavioral interventions are necessary, visiting with teachers and participating in school functions and events.

It is the family's responsibility to ensure that a child arrives to school on time each and every day. In the event of illness or in an emergency, families must inform the school in writing of the reason for the absence. While PAIHS staff informs parents of latenesses and absences, it is only the family who can truly monitor the situation from the home.

PAIHS parents talk to their children about school and what they have learned. Parents ask their children about homework assigned and check to see that it is completed. PAIHS parents discuss events at school, teachers and the work their children are doing in class. If parents have questions about a particular project or assignment, they can call the school. Whenever they need homework help, they can call the U.F.T. (teachers' union) Homework Help Hotline at (212) 777-3380 which has help in many different languages.

Parents can support their children's learning by

- providing their children with a quiet place and time for studying which helps create an environment at home that encourages studying and learning;
- by supporting native language learning by speaking to their children in their native languages and by providing reading and writing opportunities in that language;
- by reading to them in their native language or English
- by reinforcing positive values and social attitudes
- by participating in parent workshops geared toward teaching parents how to academically support their child as well as supporting them through the college preparation process.

PAIHS parents come to parent-teacher conferences to meet with teachers discuss their children's progress. Parents also come to school to meet with teachers or the principal at other times when the need arises. Many parents come to special events and cultural functions.

- How is the essential ongoing communication between school staff and parents maintained?

This year we have hired an Attendance Coordinator and we still have a Parent Coordinator to support the parent work here at our school. The partnership between parents and school staff is vital to the success of PAIHS students. Communication is the key to this partnership. Both written and oral communication in English and in Spanish needs to be used in order to reach PAIHS parents.

Parents can call the school at (718) 271-3602 to speak with and/or make an appointment with the parent coordinator. Key staff members of PAIHS speak Spanish in order to facilitate this vital communication with families. Parents can ask for a particular teacher, guidance counselor or administrator when they call. If that person is not available, they can leave a message with their name, their child's name, a phone number and the best time to return the call.

At the start of a child's education at PAIHS, parents and students are encouraged to attend an orientation. At the orientation, students and parents get to meet with faculty and receive important information about the school's instructional program and policies. Parents are given information-in Spanish-about school policies. Parents are also encouraged to join the parent association.

During the school year, parents are informed of monthly events via fliers sent by mail and through our automatic phone messaging system. These communications are provided in English and Spanish. Through these methods of communication, parents are informed of holidays, special events, parent/teacher conferences and deadlines (end of marking periods, etc.).

Throughout the entire school year, teachers call parents (and sometimes parents call teachers) to discuss student progress. Sometimes, parents are asked to come in for a visit to discuss a particular concern with teachers, counselors and/or administrators.

Twice a year, parents are invited to meet with all of their children's teachers at Parent/Teacher Conferences. It is during these two days that teachers and parents discuss student performance, progress and needs. Progress reports are given out at these meetings. If parents do not come to the Conferences, his/her progress report will be mailed to the parents. The progress report describes a student's progress and areas in need of improvement.

Progress letters and report cards are distributed to students four times a year. They are also mailed home to parents. Parents who have questions about their child's report card grades are encouraged to talk to their child's counselor or teachers.

To foster greater parent participation, we:

- conduct parental meetings in Spanish. These group meetings occur ten times a year. They enable parents to become more informed and to contribute to a discussion about policies, levels, grades and other issues.
- offer workshops through the Parent Institute. At these bi monthly workshops parents attend workshops around academic and social emotional issues that help them be more effective in helping their children succeed in our school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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 Pan American International High School is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve more than 340 students who immigrated from over 10 Spanish speaking countries. We are one of eleven such International High Schools in the city and belong to the Internationals Network for Public Schools, a Gates Foundation funded non-profit organization.

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

Heterogeneity and Collaboration

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

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

Experiential Learning

Research has also shown that students learn best by doing. As a result, we support experiential learning, whereby students have opportunities to grow academically and linguistically outside of the school’s four walls. These include field trips and career internships. All students in their junior year complete a twelve-week long intensive internship where they gain on-the-job experience, knowledge, and skills in order to prepare them for the world of work.

Language and Content Integration

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

Localized Autonomy

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

One Learning Model for All

The collaborative structures in which students work and learn mirror those in which faculty work and learn, capitalizing on everyone’s diverse strengths and maximizing their ability to support one another). Recognizing that everyone in the learning community is continually growing and acquiring new knowledge and skills, the staff adhere to the same principles that guide the way we educate our students. Teachers work collaboratively in teams much like students in their classrooms. Teachers also sit down at weekly meetings to discuss the progress of their shared community of learners, create interdisciplinary curricula, and analyze data surrounding teaching and learning.

3. Instruction by highly qualified staff.

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

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

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

- *RFP PD Projects – small, self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to rest of staff so that all may benefit from the work of the rest.*
- *Weekly professional development meetings, which will include the following topics:*
 - *Differentiation of instruction*
 - *Language development*
 - *Analysis of student work in order to improve instruction/design interventions*
 - *Analysis of student assessments (formative assessment, progress reports, report cards, etc.)*
 - *Scaffolding instruction*
 - *Incorporating technology in the curriculum*
 - *Peer critiques of teacher-generated curricula*
- *Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result*
- *Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.*
- *International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.*
- *QTEL training – Our classroom teachers are encouraged to complete full-week workshops with West Ed's Aida Walqui, where teachers learn how to better incorporate ESL methodologies like scaffolding and differentiation in their content area classrooms for ELLs.*
- *Formative Assessment – our staff will participate in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE's design your own (DYO) formative assessment program.*

- *Internationals Network School Support and Feedback Rubric – Teachers use this rubric to develop professionally in all the areas that mark our instructional approach. Teacher set goals in chosen goal areas, and chart their progress throughout the year in this goal area.*

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

We advertise through the NYC Department of Education’s Open Market System, as well as through other educational venues such as the Teaching Fellows Program, InsideSchools.org, and through various other media. Our intermediary and community partners also recruit candidates to our school by providing information regarding our schools’ programs. We only interview candidates who are fully certified in their content area.

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

See Appendix 3, Parts A and B

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

N/A

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

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

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

See Appendix I, Parts A and B

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

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

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$169,574	✓	28-33
Title I, Part A (ARRA)	Federal	✓			\$3500	✓	28-33
Title II, Part A	Federal			✓			

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	✓			\$36,840	✓	22-28
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$2,439,542	✓	22-33

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - Currently there are two students enrolled in our school that are in temporary housing. These students are given free lunch, full fare metro cards, access to counseling with the school Social Worker, and if necessary any infant related supplies such as clothing, diapers and formula are purchased. Parent Coordinator has set up clothing and food drop off and provides access free of charge to the families.
2. Please describe the services you are planning to provide to the STH population.
 - As outlined above, these services are provided to any student that is identified as being in temporary housing. Also, we are willing and prepared to provide these services to any student we believe may benefit from them regardless if they are in temporary housing.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Pan American International High School						
District:	24	DBN:	24Q296	School		342400011296	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			92.1	91.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	79	91				
Grade 10	0	103	89				
Grade 11	0	77	96				
Grade 12	0	0	71				
Ungraded	0	0	0				
Total	0	259	347				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		83.1	90.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		73.3	69.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		3	1

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		0	46

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		4	15
# in Collaborative Team Teaching (CTT) Classes	0	1	1	Superintendent Suspensions		6	6
Number all others	0	0	4				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		0	19
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		0	5
# receiving ESL services only	0	243	TBD	Number of Educational Paraprofessionals		0	0
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	38	% fully licensed & permanently assigned to this school		0.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		0.0	26.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		0.0	84.2
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers		0.0	83.9
Black or African American	0.0	0.0	0.0				
Hispanic or Latino	0.0	99.6	100.0				
Asian or Native Hawaiian/Other Pacific	0.0	0.4	0.0				
White	0.0	0.0	0.0				
Male	0.0	56.0	52.7				
Female	0.0	44.0	47.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				v	v	
Economically Disadvantaged				v	v	
Student groups making				4	4	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	NR		Overall Evaluation:	P		
Overall Score:			Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data	P		
School Environment:			Quality Statement 2: Plan and Set Goals	P		
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:			Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise	UPF		
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 106	District 24	School Number 296	School Name Pan American Intl HS
Principal Marcella Barros		Assistant Principal Anthony Riccardo	
Coach n/a		Coach n/a	
Teacher/Subject Area Camila Leiva		Guidance Counselor Patricia Galoppo	
Teacher/Subject Area Rebecca Lockhart		Parent Juan Pacurucu	
Teacher/Subject Area Sonal Patel		Parent Coordinator Juana Adames	
Related Service Provider Dawn Wing		Other Azeen Keramati -UFT Chap. Lead	
Network Leader Cyndi Kerr		Other Rose Golder-Novick	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	8	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	15

C. School Demographics

Total Number of Students in School	347	Total Number of ELLs	323	ELLs as Share of Total Student Population (%)	93.08%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
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 [\[see tool kit\]](#).)
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.

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.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. 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 High School from a New York City junior high school are recently arrived immigrants who have not scored a proficient on the NYSESLAT exams. For the families of new admits, from out of the state or, most frequently, from their native country, during the intake interview with our guidance staff, they fill out the HLIS (in their native language if available), are given and explained the ELL Program Selection Sheet, and then those students take the LAB-R within ten days of admission.

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS and ELL Program Selection Form	Patricia Galoppo	Guidance Counselor
LAB-R	Anthony Riccardo	Licensed teacher/Assistant Principal
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 Guidance Counselor and Parent Coordinator are 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].)

Each September, every family currently enrolled in the school, receives a Continued Entitlement Letter regarding the Program Selection.

For the new families that are coming into the school, 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 be submitted by the end of September, individual calls, in the native language using the DOE interpretation service, 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 attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education’s translation services to communicate with our parents in writing in their native languages.

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

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										87	93	94	73	347
Push-In														0
Total	0	0	0	0	0	0	0	0	0	87	93	94	73	347

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	323	Newcomers (ELLs receiving service 0-3 years)	257	Special Education	0
SIFE	30	ELLs receiving service 4-6 years	62	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	257	26	0	66	5	0	0	0	0	323
Total	257	26	0	66	5	0	0	0	0	323

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										85	89	83	66	323
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	85	89	83	66	323

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
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)?
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.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 80 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 9th and 10th 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 more than the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 660 minutes of ESL per week, intermediates 440 minutes of ESL per week, and advanced 220 minutes of ESL and 220 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. All students in grades 9-11 receive 220 minutes of NLA per week. 12th graders needing additional NLA support are given 220 minutes per week of NLA instruction.

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.

The Literacy/SIFE Program consists of small group classes of 6-8 students from grades 9 through 12 to accelerate and customize specific learning needs of SIFE and low-level readers which range from phonemic awareness, pronunciation, native language to second language transference skills and vocabulary development. Students focus on improving these skills through guided writing practice and creative writing projects.

In addition to its own classes, the Literacy/SIFE Program offers push-in support to classroom teachers of all content-areas such as History, English, Math and Science. The focus in this program is to collaborate, assist and co-teach with classroom teachers to target academic writing skills students need to develop for poetry, essay writing and Regents exams. The literacy teacher comes into the classroom to assist individual students who may be struggling readers and writers in both Spanish and English.

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.

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

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

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

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:

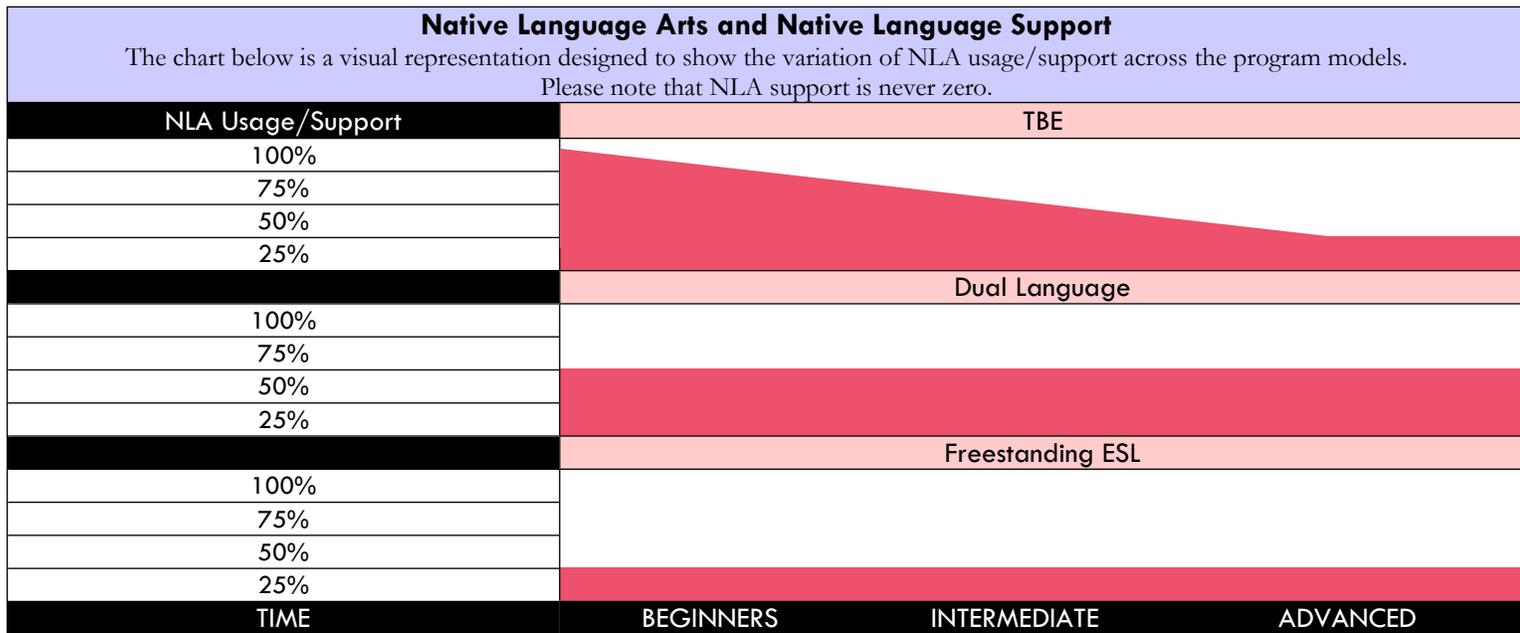
- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
- Leveled Reading Materials – students can study the same topics and 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.
- Community Engagement – all students participate in community projects that engage them in social action projects with communities that speak their own native language as well as non-Spanish speaking communities. This helps to strengthen and motivate their language development as it is applied to a real world connection.
- Native Language Arts classes – All of students take one Humanities class in their native language (Spanish). This not only continues to strengthen their academic language skills in their native language but also strengthens their English skills.

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

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

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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.

- Make the Road NY community partner – Our lead community partner offers an after school program that offers activities that develop students' writing abilities, such as Newspaper and Political Education.
- Library Prep (SSR)– Every student is scheduled for one or more Library prep periods where they are able to participate in silent sustained reading, free response reading and is anchored to their English classes.
- Saturday Explorer's Club – Each Saturday, 2-3 faculty members provide a small group of SIFE students with experiential learning opportunities at various NYC sites with cultural, historical or educational significance. Activity guides designed by teachers specifically for each site visit promote literacy, language development, and numeracy. These trips are conducted in English
- Literacy/SIFE program– During our bi-weekly elective periods, our SIFE students and newest ELLs are programmed into a literacy class that offers small group instruction with a certified teacher, 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. This class is taught in English.
- Peer Tutoring – A group of approximately ten PAIHS students have been trained in the process of peer tutoring. They offer tutoring after school, recruit students for the program and work in consultation with the guidance counselor to guide their progress.
- Student Success Center – Students visit the Student Success Center to receive academic support in writing, reading, college preparation and exploration.
- Regents Prep "Selectives" – All students in need of Regents prep receive after school or during the day support through Regents prep selectives and after school classes.

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

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?

This year we will continue with our internship program which is in its second year:

A. Internship program that engages students in offsite internship opportunities that will help them to continue developing English and explore various career opportunities.

B. College readiness program - this program engages students in all grades in various college going initiatives such as Career Day, College Fair, college visits, college workshops and meetings with various college mentors that work with students onsite.

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

No programs or services are being discontinued this year.

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:

- Math Regents Prep
- Science Regents Prep
- Global Studies Regents Prep
- History Credit Recovery
- English Credit Recovery
- Young Women’s Leadership
- Piano/Guitar Club
- Chorus Club
- School Newspaper
- Sports Club
- Comics Club
- Youth Liberation
- Student Congress
- Green Campaign

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

- QTEL Institute curricula
- Brain Pop! Videos in multiple content areas
- Technology:
 - o PowerPoint (school has more than 225 laptops)
 - o Word processing
 - o SMART Board
 - o ELMO
 - o Digital voice recorders
 - o Digital cameras
 - o Digital video cameras

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 220 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 classes. 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.

Before the beginning of the year we offer a New Student Orientation, an Open House for Families to visit the school. Guidance counselor and Parent Coordinator do active outreach to families and conduct initial interviews with newly arrived families.

14. What language electives are offered to ELLs?

a. Cultural Awareness: This elective explores many different world cultures outside their own.

b. Learning English through Music: This elective allows students to study different musical writing styles that they in turn use as inspiration to write and perform their own song lyrics in English.

c. Performance and Playwriting: This elective allows students to study different playwriting styles that they in turn use as inspiration to write and perform their own plays in English.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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 International High School is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- Inquiry Projects – small group of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest.
- Weekly professional development meetings, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)

- o Social-emotional progress of a teaching team's shared students
- o Formation and refinement of discipline specific benchmarks at each grade level
- o 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 schools (in conjunction with staff members from our sister IHSs) as part of the DOE's design your own (DYO) formative assessment program. This year we will be using the Consortium Rubrics in each of the content areas as our Formative Assessment.

2. See above.

3. Since all staff participates in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

These staff meets with the PD Mentor/Coach for two hours each month to assist with any transitioning support needed.

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 majority 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 sixty 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.

E. Parental Involvement

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

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

Last year, as part of our core parent program, the parents created an Escuela de Padres (Parent Institute). Parent leaders became aware of the need and desire that parents had to support their children academically. Parents felt that they were not sure how to support their children due to the language barrier, lack of understanding of the NYC DOE educational system, lack of knowledge of standardized assessments, need for access to resources and services that would help them be more available for their children, challenges in communicating with their children after years of separation, and their desire to be more integrated in school activities and events. This program has been a very effective way to enrich the parent program as a supplement to the monthly Parent Association.

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

Our school is partnered with Make the Road NY, a NY based community organization that has a long history of working with immigrant families. Through their support we can provide the support needed for parents to engage in the school and thereby create a stronger community in our school and increase our collaboration with our students' parents. They offer parent workshops in a variety of topics throughout the year that are relevant to parents. Parent workshops take place mostly in the evenings. Parent leaders, trained by our partner, help plan these sessions. The workshops will include academic topics that teachers can facilitate as well as guidance related workshops that our guidance staff can facilitate. In addition, our partner provides Spanish speaking consultants and guests that can provide training and workshops in our parents' native language on various topics such as health, legal rights, and capacity in English, citizenship, and literacy skills. Our parents also are not familiar with the college application process in our country. Our partner helped found a college readiness program in our school to provide college and financial planning education for our parents and students.

1. 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.

2. 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.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										31	20	15	9	75
Intermediate(I)										20	34	50	32	136
Advanced (A)										5	5	11	14	35
Total	0	0	0	0	0	0	0	0	0	56	59	76	55	246

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										15	13	12	9
	I										21	24	32	22

	A										14	16	16	17
	P										8	9	23	12
READING/ WRITING	B										30	15	12	4
	I										20	39	49	36
	A										6	4	12	13
	P										2	4	10	6

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6							0
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	54		10	
Math <u>Ingrt Alge</u>	151		43	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	153		66	
Physics				
Global History and Geography	151		43	
US History and Government	58		9	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

All of our low literacy students are supported by our Literacy teacher. These students are provided smaller group instruction during ESL English and Math. They are identified through an assessment designed by our Literacy teacher. We are finding that many of our low literacy students also have been identified as SIFE. Also, these students are showing low literacy in their native language as well.

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

- Currently 30.5% of our students are scoring at the Beginner level on their NYSESLAT exams. The breakdown by grade is as follows
 - o 9th Grade: 55.4%
 - o 10th Grade: 33.9%
 - o 11th Grade: 19.7%
 - o 12th Grade: 16.4%
- Currently 55.3% of our students are scoring at the Intermediate level on their NYSESLAT exams. The breakdown by grade is as follows
 - o 9th Grade: 35.7%
 - o 10th Grade: 57.6%
 - o 11th Grade: 65.8%
 - o 12th Grade: 58.2%
- Currently 14.2% of our students are scoring at the Advanced level on their NYSESLAT exams. The breakdown by grade is as follows
 - o 9th Grade: 8.9%
 - o 10th Grade: 8.5%
 - o 11th Grade: 14.5%
 - o 12th Grade: 25.5%

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

There are several discernible patterns across modalities. The first trend that we notice is that one of the last modalities that a student masters is writing. All content area teachers are incorporating more writing intensive projects. We also see that listening is one of the quickest areas to develop. The most crucial pattern we see is one of improvement – 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.

4. 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?

See answer to question one of this section (above); we do not give tests in the native language, but this year we plan to give the 12th grade students the Spanish Regents Exam in June 2011.

Part VI: LAP Assurances

Our school, along with all of the International High Schools in NYC, was 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
 Signatures of LAP team members certify that the information provided is accurate.

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