



**PAN AMERICAN INTERNATIONAL HIGH SCHOOL  
AT MONROE  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 12X388**  
**ADDRESS: 1300 BOYNTON AVE., BRONX, NY 10472**  
**TELEPHONE: (718) 991-7238**  
**FAX: (718) 991-7872**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....7**

**SECTION IV: NEEDS ASSESSMENT.....11**

**SECTION V: ANNUAL SCHOOL GOALS.....13**

**SECTION VI: ACTION PLAN.....15**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....19**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....20**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....22**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....24**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....26**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....43**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)....44**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....45**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....47**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 12X388      **SCHOOL NAME:** Pan American Int'l H.S. at Monroe

**SCHOOL ADDRESS:** 1300 Boynton Ave., Bronx, NY 10472

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

**SCHOOL CONTACT PERSON:** Elisabeth Levi      **EMAIL ADDRESS:** Elevi2@schools.nyc.gov

**POSITION/TITLE**    **A.P.**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Alfredo Baque Zavala

**PRINCIPAL:** Bridgit C. Bye

**UFT CHAPTER LEADER:** James Boutin

**PARENTS' ASSOCIATION PRESIDENT:** Alfredo Baque Zavala

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Joel Baque Zavala

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12      **CHILDREN FIRST NETWORK (CFN):** CFN106

**NETWORK LEADER:** Cyndi Kerr

**SUPERINTENDENT:** Geraldine Brown

**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
Bridgit C. Bye	*Principal or Designee	
James Boutin	*UFT Chapter Chairperson or Designee	
Alfredo Baque Zavala	*PA/PTA President or Designated Co-President	
Alfredo Baque Zavala	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Joel Baque Zavala	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yohanny Santana	Member/	
Hilda Delgado	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.

---

Pan American International High School works exclusively with Spanish speaking recent immigrant teens. We opened in 2008, currently serve 9<sup>th</sup> and 10<sup>th</sup> grades, are adding 11<sup>th</sup> grade and expect to serve all four grades by the 2011-2012 school year. Our population includes 208 students from 10 countries. We are part of the Internationals Network for Public Schools with whom we share 5 basic principles:

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

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

### **Our Mission:**

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

### **Core beliefs:**

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

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

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (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					
<b>School Name:</b>	Pan American International High School at Monroe				
<b>District:</b>	12	<b>DBN #:</b>	12X388	<b>School BEDS Code:</b>	321200011388

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 type="checkbox"/> x 9	<input type="checkbox"/> x 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						90.7	TBD		
Kindergarten									
Grade 1					<b>Student Stability: % of Enrollment</b>				
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3						59.8	TBD		
Grade 4					<b>Poverty Rate: % of Enrollment</b>				
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6						60.0	100.0		
Grade 7					<b>Students in Temporary Housing: Total Number</b>				
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9		93	81			25	TBD		
Grade 10			135						
Grade 11					<b>Recent Immigrants: Total Number</b>				
Grade 12				(As of October 31)	2007-08	2008-09	2009-10		
Ungraded						67	106		
Total		93	216						
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(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	Principal Suspensions		25	TBD		
No. in Collaborative Team Teaching (CTT) Classes		0	0	Superintendent Suspensions		3	TBD		
Number all others		0	0						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (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
# in Trans. Bilingual Classes		0	0	Early College HS Participants		0	0
# in Dual Lang. Programs		0	0				
# receiving ESL services only		93	216	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs		0	0	(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		5	11
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals		3	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		0	0
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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		100.0	TBD
American Indian or Alaska Native		0.0	0.0	Percent more than two years teaching in this school		0.0	TBD
Black or African American		0.0	0.0	Percent more than five years teaching anywhere		40.0	TBD
Hispanic or Latino		100.0	99.5				
Asian or Native Hawaiian/Other Pacific Isl.		0.0	0.5	Percent Masters Degree or higher		60.0	TBD
White		0.0	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100.0	TBD
Multi-racial							
<b>Male</b>		49.5	53.7				
<b>Female</b>		50.5	46.3				

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 type="checkbox"/> 2007-08	<input 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)	x			
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:	X
	Math:		Math:	X
	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
<b>All Students</b>				x	x		
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino				X	x		
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient				X	x		
Economically Disadvantaged				X	x		
<b>Student groups making AYP in each subject</b>				4	4		

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	NR	Overall Evaluation:	NR
Overall Score	NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2	Quality Statement 5: Monitor and Revise	
<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?
- 

### Strengths

- 100% of our teaching staff highly qualified
- 17% of our teachers are dual licensed in ESL and their content area
- 50% of our teachers have 5 or more years of teaching experience.
- 92% of our teachers have masters' degrees
- Ongoing, targeted professional development focused on the instructional needs of English Language Learners
- A schedule that supports teacher collaboration with interdisciplinary team meetings and subject area meetings 2 times per week and common preparatory periods for subject area teachers 3-4 times per week.
- A teaching staff that is receptive to feedback and is heavily engaged in reflective teaching practice as evidenced by their discussions in interdisciplinary team meetings and their peer inter-visitation program.

### Performance Trends

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

### Achievements

- 89% average attendance rate
- 100% compliance scores
- Extensive parent involvement at PTA meetings and school trips
- Field trips to support experiential learning in classes
- 1 Tech grants – Newman Foundation
- Fully funded SIFE grant
- Participation in College Now
- Development of a early College Readiness program

### Supports

- Extended-day program in conjunction with our CBO partner, SOBRO.
- Participation in a network of schools with a common population and educational model through Internationals Network for Public Schools
- Operational and academic achievement support through our Children's First Network of the DOE.
- A LYFE Center provides day care and support for parenting students.
- Partnership with Latino Youth for Higher Education Program (LYHEP)

### Barriers

- 25% of our students are SIFE
- 68% of our students are overage
- 22% low native language literacy (as defined by a score of under 34% on the Spanish LAB)
- Recruiting is difficult because there is another, more established, school for recent immigrants in the same building
- 5% pregnant or parenting students
- Lack of academic preparation leads to students' struggling with completion of work

## 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.

---

**Goal #1: Develop an aligned curriculum that reinforces literacy skills across the curriculum which will be utilized by a minimum of 75% of the staff.**

- Spanish Native language is used to develop literacy skills in the students 1<sup>st</sup> language in order to transfer skills to English, their 2<sup>nd</sup> language
- Common, differentiated rubrics used to assess writing and drive writing instruction across the curriculum
- Common reading outcomes focus on improvement of reading skills
- Electives, tutoring, push-in assistance, and Saturday academy support low-level literacy students
- PD supports teachers' development of literacy instructional practices
- New grade level (11) will be aligned with instructional needs of students evidenced by their work in 10<sup>th</sup> grade.
- 11<sup>th</sup> grade curriculum will include interdisciplinary support of literacy skills and content in Spanish, English, and Social Studies.

**Goal #2: Goal #2: 50% of 10<sup>th</sup> graders taking Math Regents will pass**

- Math classes are taught in Spanish, the students' native language, to decrease processing load and allow students to focus on math skills without simultaneous focus on English language learning.
- Intensive before and after tutoring program and Saturday academy support struggling students, and reinforce math Regents skills.
- Outside tutors support student math skills development during lunch and after school.

**Goal #3: Maintain 9<sup>th</sup> grade credit accumulation and have 80% of 10<sup>th</sup> graders accumulate 20+ credits and be promoted to 11<sup>th</sup> grade.**

- Use portfolio presentations to assess student progress and demonstrate proficiency in class skills and content.
- Focus of alignment of curriculum and assessment to state standards
- Involve parents in understanding of promotion requirements and support of students progress towards attainment

**Goal #4: A minimum of 75% of the teachers will receive professional development concerning the construction of assessment instruments, rubrics and data management system (Skedula). The generated data will be used use in the creation of instructional strategies for the classroom. Students will be engaged in self-monitoring of their progress.**

- Common rubrics for writing that are differentiated by language level and shared among all classes that include expository writing (all classes) help to give students and teachers a common language for talking about writing skills.
- Common skills outcomes in reading, presentation, and analytical skills are being developed and used across the content areas to further focus on the integration of language, literacy, and content.
- Use of Skedula to give students and parents ongoing access to reports on progress to make feedback more frequent and transparent.
- Use of Skedula to track student progress across the curriculum on learning outcomes.
- Ongoing professional development on differentiation, the assessment of student work, and the integration of language literacy and content has helped teachers to improve assessment of literacy skills.
- Teacher interdisciplinary teams meet two times per week to examining the effects of differentiation on student work, using representative “bellwether” students to examine the performance of students at various levels of language and literacy proficiency.
- Portfolio presentations allow teachers to see a wide variety of student work across the disciplines and to identify challenges and strengths common to all subject areas.

**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.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #1: Develop an aligned curriculum that reinforces literacy skills across the curriculum which will be utilized by a minimum of 75% of the staff.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Weekly meetings with administration and/or coaches and each academic discipline</li> <li>• Targeted professional development for curriculum planning and literacy integration 1x per month</li> <li>• Weekly meeting times for interdisciplinary teams to share academic outcomes and curriculum</li> <li>• Curriculum maps to be completed before September 7, 2010</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>• Literacy and math/science coaches to meet with teachers about curriculum planning</li> <li>• Dedicated time of assistant principal for curriculum development and professional development.</li> <li>• Dedicated meeting times for departments and interdisciplinary teams.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Unit plans submitted at least 2 weeks before implementation of unit (every 6-8 weeks).</li> <li>• Lesson plans will be submitted after lesson plan review process within discipline teams (at completion of unit (every 6-8 weeks).</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #2: 50% of 10<sup>th</sup> graders taking Math Regents will pass</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Implement tutoring and Regents preparatory program after school on a daily basis</li> <li>• Professional development for math teachers 2x per year</li> <li>• Saturday math academy for most at risk students</li> <li>• Reduced class size and teacher / pupil ratio through hiring of additional teacher</li> <li>• Coaching for math teacher 1x per week with f-status coach</li> <li>• Computerized tutoring programs in computer lab</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>• Hiring additional math teacher</li> <li>• Hiring math coach</li> <li>• Paying for professional development opportunities outside of school</li> <li>• Per session for after school tutoring and Saturday academy.</li> <li>• Purchase of math software</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Use of Acuity predictive assessments</li> <li>• Use of Consortium DY0 for formative assessment</li> <li>• Tracking of student progress on math learning outcomes</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #3: Maintain 9<sup>th</sup> grade credit accumulation and have 80% of 10<sup>th</sup> graders accumulate 20+ credits and be promoted to 11<sup>th</sup> grade.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Use professional development and coaching to help teachers develop effective units and lessons</li> <li>• Use professional development to assist teachers in developing effective classroom management strategies.</li> <li>• Use of periodic, formative, and predictive assessments to target students in need of assistance.</li> <li>• After-school tutoring and Saturday academy to provide supplementary instruction to at-risk students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>• Hiring of coaches</li> <li>• Dedication of time of assistant principal in curriculum planning, classroom observation, and professional development</li> <li>• Use of teacher book study groups to differentiate professional development</li> <li>• Development of database to track student progress</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Formative, predictive, and summative assessments</li> <li>• Bi-weekly progress reports to track student mastery of learning outcomes</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #4: A minimum of 75% of the teachers will receive professional development concerning the construction of assessment instruments, rubrics and data management system (Skedula). The generated data will be used in the creation of instructional strategies for the classroom. Students will be engaged in self-monitoring of their progress</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional development 1x per month on use of data in making instructional decisions</li> <li>• Training in use of Skedula database</li> <li>• 2 hours per week dedicated to interdisciplinary inquiry and tracking of student progress</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>• Purchasing of database system</li> <li>• Scheduled meeting time for interdisciplinary teams embedded weekly into school day.</li> <li>• Professional development per session prior to school year</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observation of teaching team meetings</li> <li>• Fluency of student discourse about attainment of learning outcomes</li> <li>• Use of data in making instructional decisions.</li> </ul>

## **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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	120	120	120	120	15		15	
10	142	142	142	142	15		15	
11	79	79	79	79	15		15	
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>Targeted academic intervention classes 2x per week during the school day</b></li> <li>• <b>After-school small group tutoring 4x per week</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>Targeted academic intervention classes 2x per week during the school day</b></li> <li>• <b>After-school small group tutoring 4x per week</b></li> <li>• <b>Before school Regents preparatory class 4x per week</b></li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>Targeted academic intervention classes 2x per week during the school day</b></li> <li>• <b>After-school small group tutoring 4x per week</b></li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>Targeted academic intervention classes 2x per week during the school day</b></li> <li>• <b>After-school small group tutoring 4x per week</b></li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual counseling and parent outreach
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	Individual and group counseling and parent outreach
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

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

---

LAP Narrative

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

**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)** 9-11                      **Number of Students to be Served:** 330 LEP   4   **Non-LEP**

**Number of Teachers**   21                      **Other Staff (Specify)** \_\_\_\_\_

**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.

**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.

---

**Section III. Title III Budget**

School: 12x388 BEDS Code: 321200011388

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

---

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

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

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

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

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

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. All written correspondence between the school and students' families is provided in the language of their choice, which most often is Spanish. As a result our in-house staff, including the secretary, parent coordinator, principal, and guidance counselor provides translation of all school correspondence in Spanish, including templates we can adapt for:
  - a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association Meetings, etc.)
  - b. Special events (Talent Showcase, Culture Day, Field Day, Field Trips, etc.)
  - c. Letters of concern about students' academic performance and behavior

- d. Letters of congratulations praising students' performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school
- f. All mandated information is provided in both Spanish and English, including, but not limited to, a translated Bill of Parents' Rights and Responsibilities, the Discipline Code, any health information, and Title 1 information.

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

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

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$404,093	\$33,301	\$437,394
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,041	\$333	\$4,374
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,205	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$40,409	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100  

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.

\* 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.

***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.

**The Pan American International High School at Monroe** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

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

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

### **School Responsibilities**

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

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

## **Mission**

Our mission is to develop our students' social, academic and leadership skills through collaboration, project-based curriculum and experiential learning opportunities that will emphasize English language development and build on Spanish language skills. Our college preparatory program is committed to creating an environment that values students' cultures, native language and individual differences, while preparing them for academic and professional success in a changing world.

## **Core Beliefs**

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

The Pan American International High School at Monroe is a multicultural alternative high school for recent arrivals, serving the needs of students with varying degrees of limited English proficiency. Our mission is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond. The Pan American International High School at Monroe gives priority to Hispanic students of limited English proficiency, who have been in the United States under four years at the time of application. All of our students enter as limited English proficient (LEP). They come from 10 countries and speak Spanish as a first language. Once admitted, the students remain with us for their entire high school careers.

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

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

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

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

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

- conduct parent-teacher conferences (at least annually in elementary school) during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held in during one afternoon and one evening in the fall and one afternoon and evening in the spring. (Parents will be notified as the exact dates are finalized by the NYC Dept. of Education.)
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:  
Narrative Progress Reports are provided to parents four times a year at the end of the Fall semesters and a narrative at mid-points during both semesters. A Final Report Card with extensive narrative is provided to the parents at the end of each school year. In addition teachers make frequent contact with parents via telephone and email in order to keep them abreast of their child's attendance and academic progress.
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:  
Teachers and the team are in frequent contact with parents via telephone and email. Parents are constantly being reminded that teachers are available to meet and that all a parent needs to do is contact the guidance counselor or contact the school's secretary to set up an appointment. Parents receive a parent handbook at the beginning of each year which includes teachers contact information as well as class schedules. In addition parents are invited to attend monthly PTA meetings and workshops which are attended by many Pan American International High School at Monroe staff members.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:  
Parents are strongly encouraged and always invited to visit their child's classes. In addition, for five days a year we have open classroom days which are specifically aimed at accommodating parents in the classroom. This year the open classroom days are Thursday December 7, 2009 and Friday December 11, 2009. Parents will also be encouraged to participate in their child's portfolio presentations.

## **PARENT RESPONSIBILITY**

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

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

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

## **PART II OPTIONAL ADDITIONAL PROVISIONS**

### **STUDENT RESPONSIBILITIES**

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning, pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*

- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive in school every.)*

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

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

- involve parents in the planning, review and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- conduct an annual meeting to inform parents of the school’s participation in the Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school’s curriculum, and the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics;

- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**SIGNATURES**

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

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

**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.

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

2. Schoolwide reform strategies that:

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

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

The school is organized into 3 interdisciplinary teams of mixed 9<sup>th</sup> and 10<sup>th</sup> graders with heterogeneous language levels and one interdisciplinary team of 11<sup>th</sup> graders with heterogeneous language levels. The interdisciplinary curriculum in all teams is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction. In an internship, students gain experiences in the world of work and can explore careers while extending their knowledge of English and U.S. culture in real life settings. All classes in each institute are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age. We also partner with College Now through CUNY to expose students to college level content while they are still in high school.

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

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

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

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

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

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

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

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

Community based organizations and partnerships are instrumental in our school wide reform strategies. We have an extended day and college readiness program in cooperation with SOBRO and a mentoring and tutoring program in conjunction with Latino Youth for Higher Education Program (LYHEP).

**Meeting Educational Needs of Underserved Populations:**

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

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

Pan American International High School at Monroe seeks to address the needs of all children in the school but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. With a 100% ESL population clearly our entire student population can be considered to be at risk. We have developed a series of programs which are clearly aimed towards addressing the needs of our at risk population. These programs include counseling, pupil services, college and career awareness/preparation.

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

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

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

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

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

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

- To inform parents about the available support and facilities in the community

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

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

Parents agree that the more we can provide services to parents that they need in their transition to living in a new culture, the more active and communicative they become in the needs and education of their children. With the assistance of our Parent Coordinator and further requests from our PTA, continue and attempt to expand our meetings providing access to information and services to parents in the areas of health care, immigration issues, issues of adolescence and college and financial aid. With the help of the faculty, the PTA had workshops on college and financial aid, health insurance, Parent/Teen communication skills, homework support, workers' rights, family budgeting, health/medical issues and teenage issues.

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

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

N/A

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

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

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

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

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

The school's program for Academic Intervention Services (AIS) is incorporated throughout each team and throughout the entire school.

To ensure that students are receiving adequate counseling to support their progress towards meeting graduation requirements, support services have been integrated into our interdisciplinary team model, with one member of each team designated to provide support services to students enrolled on that interdisciplinary team. The work they do includes the following:

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

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

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

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

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

## **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” <sup>1</sup> 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 <sup>2</sup> 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	x			\$404,093	X	45-52
Title I, Part A (ARRA)	Federal	x			\$33,301	X	45-52
Title II, Part A	Federal			x			
Title III, Part A	Federal	x			\$18,220	X	23-33

**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 IV	Federal			X			
IDEA	Federal			x			
Tax Levy	Local	x			\$1,793,650	x	

**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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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

## **APPENDIX 7: 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.)

There are 9 students in Temporary Housing.

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

We provide: counseling; free transportation; free breakfast, lunch, and dinner; after-school tutoring and homework drop-in center; medical referrals; and computer lab drop-in hours after school.

### **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**

<b>School Name:</b>	Pan American International High School at Monroe					
<b>District:</b>	12	<b>DBN:</b>	12X388	<b>School</b>		321200011388

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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			90.7	88.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0			59.8	74.2
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0			100.0	99.1
Grade 8	0	0	0				
Grade 9	93	81	138	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	135	135	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	64			25	35
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	93	216	337	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
						67	106

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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		25	40
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions		3	4
Number all others	0	0	0				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0
# receiving ESL services only	93	216	TBD				
# ELLs with IEPs	0	0	TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers		5	11
Number of Administrators and Other Professionals		3	4
Number of Educational Paraprofessionals		0	1

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
		21	84	% fully licensed & permanently assigned to this school		100.0	91.7
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		40.0	18.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		60.0	81.8
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers		100.0	85.9
Black or African American	0.0	0.0	0.0				
Hispanic or Latino	100.0	99.5	100.0				
Asian or Native Hawaiian/Other Pacific	0.0	0.5	0.0				
White	0.0	0.0	0.0				
<b>Male</b>	49.5	53.7	49.6				
<b>Female</b>	50.5	46.3	50.4				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated 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:

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

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

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

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	
<b>Student groups making</b>				<b>4</b>	<b>4</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 12X388 Title III

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

#### Form TIII – A (1)(a)

Grade Level(s) 9-10 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ 50 \_\_\_\_\_ LEP  
\_\_\_\_\_ Non-LEP

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

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

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

---

#### Program Description:

We will provide 3 after school classes in English, Social Studies, and Math for students struggling in their content area classes. The students will be identified by their content area teachers as struggling in those classes as measured by their achievement of the language and content outcomes for these classes. The English class will be team taught by the English and ESL teachers. The Social Studies class will be co-taught by a dual licensed ESL/Social Studies teacher and a Social Studies teacher. The ESL and Social Studies classes will be taught in English. The math class will be taught by a math teacher with a bilingual extension. The math class will be taught in English and Spanish. These classes will utilize content-based ESL approaches and will use adapted texts or those designed for ESL content support. The ESL class will use adapted texts of those in use in the regular English class, for example, graphic novels of Romeo and Juliet, simplified myths, and the Easy True Stories series. The Social Studies class will use texts for content area ESL from the EXPLORE series, published by Ballard and Tighe. Each ESL and Social studies group will meet for 1 hour per week. The Math class will meet for 2 hours per week. The program will take place over 22 weeks, with

emphasis before exam and portfolio periods for extra support.

**Title III, Part A LEP Program**

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

**Parent Involvement Program-**

Thirty (30) Parents of ELL students will participate in 2 workshops on college readiness in the Spring of 2010 after school or on Saturdays. Each workshop will take 2 hours. One workshop will be in March and one in May. An introductory workshop after school for 40 parents of ELLs will be held in February to recruit parents. The college readiness workshops will be provided by an outside vendor, Latino Youth Higher Educational Program. The introductory session will be provided to parents by school staff including an ESL licensed teacher at no cost to Title 3. We will spend \$322 for refreshments for the college readiness workshops. We will have a member of school faculty or staff present at all college readiness workshops at no cost to Title 3.

**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.

---

All teachers serving in the Title 3 program (5) will attend at least 1 workshop provided by the Office of English Language Learners, at no cost to Title 3. This is in addition to the professional development opportunities provided as a part of the regular school program. Five teachers will be sent to 5 day QTEL training series in spring 2010, at no cost to Title 3 program. The school will maintain an ongoing study group to follow-up on the QTEL training, also at no cost to Title 3.

Topics will include:

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

**Form TIII – A (1)(b)**

School:     X388          BEDS Code:     321200011388    

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	\$10,932	<b>Per session for five ESL, content, and bilingual teacher to support ELL Students with before and after school</b>

<ul style="list-style-type: none"> <li>- Per session</li> </ul>		<p><b>supplemental instruction</b></p> <p>5 teachers X 22 wks X 2 hrs. X 49.89</p>
<p><b>Purchased services</b></p> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<p>\$6216.89</p>	<p><b>Leveled Books for supplemental instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Explore series texts and supplemental materials from Ballard and Tighe Publishers</b> <ul style="list-style-type: none"> <li>○ <b>Explore Ancient Civilizations 1 set of 35 + 5 copies @ \$1969.00</b></li> <li>○ <b>Explore World History 1 set of 35 + 5 copies @ \$1969.00</b></li> </ul> </li> <li>• <b>Graphic novels for Title 3 English class – Romeo and Juliet 40 copies @ \$12.47 each \$ 498.80</b></li> <li>• <b>Easy True Stories Series ESL texts</b> <ul style="list-style-type: none"> <li>○ <b>Very Easy True Stories 20 copies @ 20.79 each \$415.80</b></li> <li>○ <b>Easy True Stories 20 copies @ 17.80 each \$ 356.00</b></li> <li>○ <b>For Your Information Level 1 2 copies @ \$23.36 each \$46.72</b></li> <li>○ <b>For Your Information Level 2 1 copy @ \$ 26.77</b></li> </ul> </li> <li>• <b>Adapted Romeo and Juliet texts 40 copies @ \$4.31 each \$ 172.40</b></li> <li>• <b>Adapted mythology texts 40 copies @ \$19.06 each \$762.40</b></li> </ul>
<p><b>ELL Parent Involvement –</b></p>	<p>\$750 \$322</p>	<p><b>Payment to LYHEP Vendor of 2 2-hour college readiness workshops.</b></p> <p><b>Food for parent information sessions.</b></p>

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

**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 <b>CFN 106</b>	District <b>12</b>	School Number <b>388</b>	School Name <b>Pan American Int'l</b>
Principal <b>Bridgit C. Bye</b>		Assistant Principal <b>Elisabeth Levi</b>	
Coach		Coach <b>Rona Armillas</b>	
Teacher/Subject Area <b>Laura Battistini / ELA</b>		Guidance Counselor <b>Thomas Erickson</b>	
Teacher/Subject Area <b>Yohanny Santana / Math</b>		Parent <b>Alfredo Baque Zavala</b>	
Teacher/Subject Area <b>Terrence Judson / SS</b>		Parent Coordinator <b>Daira Olivero</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Cyndi Kerr</b>		Other <b>type here</b>	

### 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	<b>8</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>10</b>

### C. School Demographics

Total Number of Students in School	<b>338</b>	Total Number of ELLs		ELLs as Share of Total Student Population (%)	<b>0.00%</b>
------------------------------------	------------	----------------------	--	---	--------------

## 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.

All students admitted to Pan American International H.S. @ Monroe from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, meet with the parent coordinator and the Principal. The parents fill out the HLIS in their preferred language. The students and parents are interviewed by the parent coordinator and principal, and if they are speakers of a language other than English, are oriented as to the types of programs available to ELLs and the benefits of each model. If parents opt for a program not available at the school (TBE or Dual Language), they are offered a transfer to another school that offers the program. If a seat in the preferred program is not available, or if the parent states that they prefer to leave the student in our school, despite the lack of program, the choice forms are collected and reviewed periodically. If 20 students in a grade state a preference for a bilingual program, the principal will consider opening a bilingual program. All students who choose to remain in the school are placed in an ESL program and then take the LAB-R within ten days of admission.

The people responsible for this are:

Screening Instrument	Name	Qualifications
----------------------	------	----------------

HLIS	Bridgit C. Bye	Licensed teacher
------	----------------	------------------

LAB-R	Yohanny Santana	Licensed ESL teacher / bilingually certified teacher testing coordinator
-------	-----------------	--

Formal initial assessment in literacy, math, English	All classroom teachers	Licensed ESL and/or content area teachers
--	------------------------	---

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

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

- Parents of new enrollees are shown the video, in the appropriate native language, when they enroll their child. A licensed pedagogue who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- All parents are invited to attend any of a series of meetings to view the video and ask questions about the options. 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.

Because the orientation, interview, and program selection occur during the intake process, all families fill out the forms as the students enroll. As Program Choice forms are submitted, originals are put in the students' cumulative folder and copies are made and filed in a folder in the main office.

If, for some reason, a Program Selection forms has not be submitted at the time of intake, individual calls, in the native language using office staff and the Parent Coordinator, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form. This is seldom an issue

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

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

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. 100% of our parents have requested Free-Standing ESL.

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0		0
<b>Dual Language</b> <small>(50%:50%)</small>										0	0	0		0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										12	12	4		28
<b>Push-In</b>										0	0	0		0
<b>Total</b>	0	0	0	0	0	0	0	0	0	12	12	4	0	28

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	331	Newcomers (ELLs receiving service 0-3 years)	319	Special Education
SIFE	65	ELLs receiving service 4-6 years	12	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0		0	0			0			0
Dual Language	0		0	0			0			0
ESL	319	60	1	12	5		0			331
<b>Total</b>	<b>319</b>	<b>60</b>	<b>1</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>331</b>

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

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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										139	128	63		330
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>139</b>	<b>128</b>	<b>63</b>	<b>0</b>	<b>330</b>								

# Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol>
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)? <ol style="list-style-type: none"> <li>How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol>
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? <ol style="list-style-type: none"> <li>Describe your instructional plan for SIFE.</li> <li>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.</li> <li>Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>Describe your plan for ELLs identified as having special needs.</li> </ol>
1.	How is instruction delivered? <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out...</li> </ol>

Instruction at our school is delivered collaboratively by teams of five-six teachers who work to plan instruction for groups of approximately 88 students. The instruction combines content area instruction with ESL instruction.

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 the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. At least 2 teachers per team are licensed in ESL. Students at the beginning level also receive an additional 2 hours per week of ESL instruction in an extra class designated for targeted skills instruction. All students also receive at least 180 minutes of ELA instruction and 180 minutes of NLA instruction per week. In addition, the content area teachers are trained in language development and ESL methodologies.

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

All students take math, science, social studies, and ESL and/or ELA 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. Additionally, NLA is a fundamental component of our program and all students receive at least 180 minutes of NLA instruction.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

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

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

We also offer an extensive after school and Saturday academy for our SIFE students.

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

See above

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

See above

d. Describe your plan for Long-Term ELLs (completed six years).  
Our long-term ELLs receive additional tutoring before and after school to help prepare them for Regents exams and to help accelerate their English language development.

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

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

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

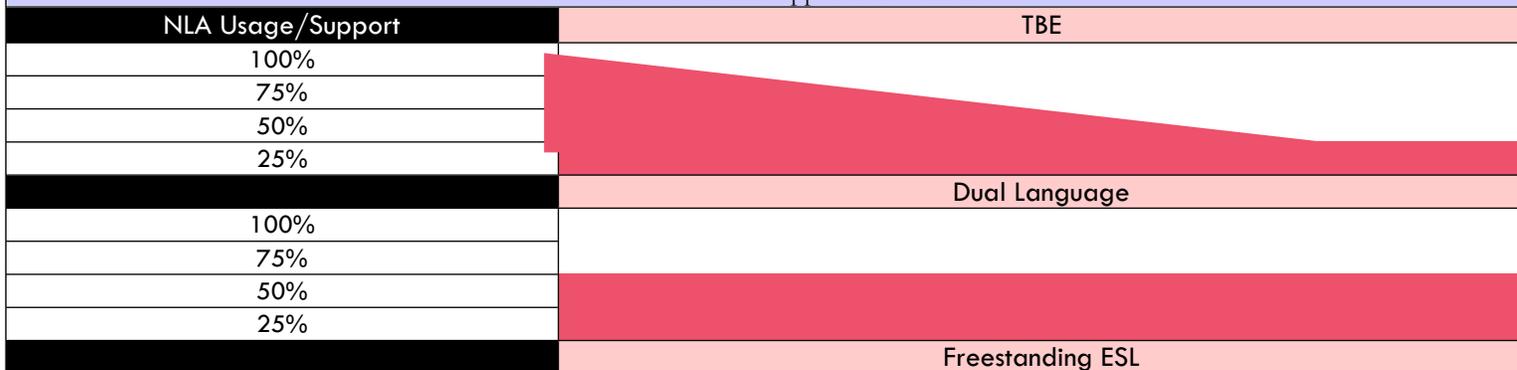
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

**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.

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

Literacy "Selective" – During our bi-weekly elective periods, our SIFE students and newest ELLs are mandated for our Literacy Selective, where they receive explicit academic literacy instruction in a classroom setting with an ESL-certified teacher and a teacher/student ratio of 1:1.5 or smaller.

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

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

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

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

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

N/A

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

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

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

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

o Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials through collaborative planning with the other teachers in their department, curriculum sharing with other International Schools, and integrating techniques and methods from professional developments such as QTEL.11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

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

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

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

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

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

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

Prior to the start of the school year, new students are assigned to heterogeneous teams. The new students are in classes with more experienced students who assist them in acculturating to the school.

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

14. What language electives are offered to ELLs?

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

School with Dual Language Programs (page 5)

N/A

### 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)?

Paste response to questions 1-5 here

### 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 Int'l @ Monroe is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- Weekly professional development meetings, which include the following activities:
  - 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

# Part V: Assessment Analysis

content areas.

## A. Assessment Breakdown

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

DYO Formative Assessment – our staff participates in ongoing professional development throughout the school year in developing and

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)										82	76	17		175
Intermediate(I)										31	46	41		118
Advanced (A)														29
Total										113	122	58		293

ent at our school is focused on ELL training since the 99% of our students (and all of 128 newly admitted students) are

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										20	50	9	
	I										20	39	40	
	A										9	10	10	
READING/WRITING	P										4	5	1	
	B										28	30	12	
	A										5	67	42	
	P										3	7	6	

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

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	

Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the

NYS Math										
Grade	Level 1		Level 2		Level 3		Level 4		Total	
	English	NL	English	NL	English	NL	English	NL		
3										0
4										0

the results of the surveys described in the answer to question three above. Paste response to questions 1-4 here

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- We use school-designed baseline assessments in reading and writing in English and Spanish to assess the basic literacy skills of our students. For those who appear to have difficulties with reading and writing in Spanish, further assessment is done using the RIGOR program assessment. These assessments show that at least 30% of our students are at least 3 years below grade level in Spanish. For this reason, we have structured targeted intervention classes 2 times per week for English or Spanish intervention, depending on student level and need.
- An analysis of the data results of the LAB-R and NYSESLAT reveals several things:
  - Our population is incredibly heterogeneous in terms of language ability
  - The majority of our students are beginners in English, with more beginners in the 9th grade than in the 10th.
  - The vast majority of students show improvement in at least two of the NYSESLAT language modalities.
- When there is a noticeable difference between reading and writing and listening and speaking our students tend to do better on the reading and writing. This is an unusual pattern of language acquisition that is most likely a byproduct of our common language model, with the

6. We evaluate the success of our programs for ELLs by the rates of credit accumulation, progress on learning outcomes, Regents exam scores, and biannual portfolio presentations, in addition to ongoing formative formal and informal assessments.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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		