



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PAN AMERICAN INTERNATIONAL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q296

PRINCIPAL: MARCELLA BARROS **EMAIL:** MBARROS@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Marcella Barros	*Principal or Designee	
Azeen Keramati	*UFT Chapter Leader or Designee	
Walter Alonzo	*PA/PTA President or Designated Co-President	
Freddy Carrasco	DC 37 Representative, if applicable	
Paola Vargas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Juana Abreu Cespedes	Member/ Parent	
Isabel Nunez	Member/ Parent	
Cynthia Osoria	Member/ Student Rep	
Javier Dominguez	Member/ Student Rep	
Vivian Fonseca	Member/ UFT Rep	
Jeanine Benitez	Member/ UFT Rep	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Improve teacher effectiveness by implementing and assessing teacher practice through a formalized instructional goal setting framework that differentiates professional development and targets individual areas of professional growth. By June 2012, 80% of teachers will have moved at least 1 level in one strand of the Internationals Network for Public Schools (INPS) Classroom Rubrics, which highlight best practices for English Language learners.

Comprehensive needs assessment

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

Instructional strategies/activities

- The Principal and Assistant Principal will meet with the teachers for a goal setting/refining conference where teachers target a goal area based on a research based teacher effectiveness rubric and target action steps and measurable evidence of the goal.
- As part of this structure each teacher will participate in two classroom Intervisitations with reflections, receive feedback on their goal through formal observations and informal mini observations.
- Teachers will participate in on site PD every other month that will engage them in different elements of the teacher framework and how it applies to improving their practice.
- Individual teachers will meet with the Writing Coach to discuss customized writing strategies that target needs identified by school data.
- Teachers will meet every Wed afternoon with their interdisciplinary instructional team or content area team to discuss best practices, analyze student data, develop instructional/, and collaborate on instructional strategies.
- CFN staff will support teacher development through on site PD, off site PD, instructional rounds, teacher team coaching, and principal coaching
- Teacher leaders form part of the leadership teams that make decisions about student data interventions, formative assessment design, and policy making
- Administration will perform mini observations to provide ongoing feedback to teachers throughout the year.
- All teachers participate in goal setting and Intervisitations in September, formal observations in Sept, Dec, Mar, and May, and end of year goal reflections in June.

Strategies to increase parental involvement

- Parent leaders on the SLT will work with other members to examine the progress of student achievement as a result of teacher development.
- Parent workshops that inform parents of new state standards, curriculum and instructional strategies that teachers implement as a result of their training.
- Teacher teams specifically reach out to parents to conference with them as an academic intervention.
- Teachers will train parents on use of digital grade books so they can access their students' progress online on an ongoing basis and keep close communication with teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Continue to build on our professional learning community of highly qualified teachers by providing opportunities for collegial conversation in staff activities such as a Critical Friends Group and Lunch and Learns.
- Coordinate PD that focuses on the latest and most relevant research for our population.
- Outreach to principals in the network to find potential candidates for teaching positions that become open.
- Post opportunities for graduate content classes and encourage ESL teachers to become dually certified in a content area. (Title I)
- Post opportunities for graduate content classes and encourage Core Content teachers to become dually certified in ESL. (Title I)

Service and program coordination

- Working closely with our community partner, Make the Road New York, and local politicians to provide workshops for our parents regarding bullying, gang violence, and safety.
- Teachers and students work with our service learning partner, NYCares to provide community service that connects to the classroom instruction.
- LYHEP will provide weekend English classes to parents to help support their child academically.

Budget and resources alignment

- Per session will be provided for teachers that attend after school external PD focused on ELL instruction (Title III)
- Training fees paid for teachers to attend ELL training provided through the Office of English Language Learners, such as QTEL. (Title III)
- Per Session provided to a group of lead teachers that help to facilitate and coordinate interdisciplinary and content area teacher teams.
- Purchasing Mentoring Minds resources that provide instructional strategies for critical thinking, academic intervention, and ELL strategies (FSF)
- Hiring NYC Writing Project coach three full days a week to work with individual teachers and content area teams in order to mentor teachers in strategies that build writing skills for ELLs. (FSF)
- Funds to pay for offsite PD registration fees that form part of teachers' action plans to meet their instructional goals for the year. (OTPS)
- Funds to pay for LYHEP to provide parent English classes. (OTPS)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Our school will develop one literacy-based and one math-based culminating task that are aligned to the Common Core Learning Standards (CCLS) in order to prepare students for more rigorous curriculum and college ready work.

Comprehensive needs assessment

- Last year we implemented two PDs that focused on the main highlights of the Common Core standards as an introductory step for teachers. Most of our teachers are familiar with implementing current state standards based curriculum, but not necessarily trained in how to adapt that curriculum to new standards. Teachers received copies of the new standards as well as the instructional expectations for this year and therefore need support in designing and implementing the two required common core aligned tasks.

Instructional strategies/activities

- Humanities teachers will meet periodically with assigned CFN support staff to create a literacy based task bundle as part of our participation as a Learning Site for the NYC DOE Common Core Pilot.
- NYC Writing Project coach will meet with Humanities teachers to provide training and support in strategies that will be applied to the task bundle.
- Math teachers will attend CFN Math workshops that focus on alignment of math tasks with CCLS
- Math teachers will attend NYS Performance Based consortium PDs that focus on the design of formative assessments in math and ELS as aligned to CCLS.
- All teachers will participate in bi monthly onsite Common Core PDs that focus on skill development, curriculum evaluation and design, and instructional strategies that strengthen critical and higher order thinking and rigor.
- Administration and department chairs review revised units based on state assessments and standards and give teachers feedback
- Student work will be examined to determine weaknesses and gaps in students' skills needed for success with common core work
- Teachers will submit monthly curriculum and curricular maps on ATLAS, school's curriculum management tool, that demonstrate alignment to common core standards.

Strategies to increase parental involvement

- Promote parent involvement in school decision-making groups such as the SLT which oversee the school's academic program.
- Conduct parent workshops on topics that will help parent support their child's academic success such as understanding curriculum and assessment expectations under CCLS.
- Provide written periodic progress reports that inform parents of ongoing academic progress of their child.
- Work on establishing a school planner/calendar that promotes written communication between teachers and parents on assignments, assessments, and progress

Strategies for attracting Highly Qualified Teachers (HQT)

- Continue to build on our professional learning community of highly qualified teachers by providing opportunities for collegial conversation in staff activities such as a Critical Friends Group and Lunch and Learns.
- Coordinate PD that focuses on the latest and most relevant research for our population with respect to designing rigorous tasks that include appropriate supports for LEP students.

Service and program coordination

- School leader will work with the CFN 106 coaches to provide all staff professional development, coaching for team teachers to provide ongoing support with the design and implementation of the common core tasks.
- School lead teachers will attend offsite common core PDs as part of the Common Core Learning Site work and use that new expertise to turnkey strategies and resources to teachers on site.
- NYC Writing project coach will work with all teachers to utilize the strategies across content areas and integrate the CCLS into their curriculum design.
- NYS Performance Based Consortium will support development of common assessments that are common core aligned and inform our process of content based skills development that target more rigorous common core work

Budget and resources alignment

- Per session provided for teachers to meet in disciplines and teams after school to receive training on curricular mapping and planning (Title III, FSF)
- Providing opportunities in the schedule for teachers to have common planning prep time
- Per session for content area teams to design tasks, assess alignment to CCLS, gather grade data, analyze data, and plan instructional interventions. (DYO, FSF)
- Providing registration and participant fees for external PDs that train teachers on CCLS. (Title III, FSF)
- Per Session for Content Area Team Leaders to facilitate the incorporation of a writing project based on the Consortium rubrics in the four major content areas (ELA, Social Studies, Science, and Math) (DYO)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

To improve the attendance rate of the senior cohort in order to promote higher student achievement and improved graduation rates. The overall attendance of the Senior class (Cohort N) will improve from its current 81% rate to 88%, resulting in a 10% improvement.

Comprehensive needs assessment

- According to last year's progress report, our school's graduation rate was at 47.5%. Although our overall attendance rate was 92%, the attendance rate of the senior class was only about 82%. We realized that there is a direct correlation between the attendance rate of this cohort and the success of completed requirements for graduation. Therefore, in addition to other interventions, we need to specifically target the attendance of our senior cohort.

Instructional strategies/activities

- Implement a bi weekly meeting that includes members of the guidance team and the administration in order to ensure frequent monitoring of the attendance and prompt planning of interventions where they are needed.
- Implement a bi weekly guidance team meeting that includes the guidance counselors, social worker, parent coordinator, attendance coordinator and safety coordinator which will discuss ongoing attendance issues and implement interventions with students and families
- The School Leadership team will establish a school wide attendance policy, that will be communicated to all constituencies
- Instructional interdisciplinary teams will receive the attendance reports for their cohorts every month and will use the Academic Intervention protocol established to discuss strategies and implement action plans for at risk students, with a strong focus on the senior class teams.

Strategies to increase parental involvement

- Parents on the SLT will help implement a school wide attendance policy based on student data that includes the senior cohort.
- Build on our school wide academic intervention plan to incorporate parent conferencing, home visits, letters home, and periodic progress reports to inform parents of their child's attendance record and academic progress.
- Providing support to parents with strategies to help ensure their child's punctuality and attendance to school.
- Communicate parents immediately through daily phone calls to inform them on child absences.
- Support parents through interpretation when meeting with teachers and teacher teams to consult on their child's academic progress
- Senior cohort guidance counselor will meet individually with students and parents that are at high risk of not graduating and have poor attendance records.

Strategies for attracting Highly Qualified Teachers (HQT)

- Continue to build on our professional learning community of highly qualified teachers by providing opportunities for collegial conversation in staff activities such as a Critical Friends Group and Lunch and Learns.
- Coordinate PD that focuses on the latest and most relevant research for our population with respect to improving and maintaining student attendance among at-risk populations.

Service and program coordination

- Working closely with our community partner, Make the Road New York, and local politicians to provide workshops for our parents regarding bullying, gang violence, and safety.
- Teachers and students work with our service learning partner, NYCares to provide community service that connects to the classroom instruction.
- LYHEP will provide weekend English classes to parents to help support their child academically.
- SLT will establish a school wide attendance policy that will include intervention steps to be taken when students demonstrate poor attendance.

Budget and resources alignment

- Per session provided for teacher leaders to meet after school with administration to examine cohort attendance data monthly and establish interventions for students at risk (FSF)
- Per session for guidance staff to attend parent association meetings to report on student attendance data and provide support for parents
- SLT membership stipends to establish a school wide attendance policy (FSF)
- Per session for teachers who provide Saturday credit recovery classes for credit deficient students. (Title III, FSF)
- Per session for social worker who may need to provide additional support for students and families with poor attendance due to family needs and issues.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	96	85	79	96	96	4	96	
10	84	78	71	83	84		84	
11	83	64	47	65	83		83	
12	56	46	41	50	56	1	56	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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

	Science Regents Prep – teachers provide science regents prep for all students twice a week or through a mandated elective four times a week
Social Studies	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 1-1.5 hrs each meeting</p> <p>Global Studies Regents Prep – teachers provide social studies regents prep for all students twice a week and through a mandated elective four times a week</p>
At-risk Services provided by the Guidance Counselor	Counseling: Our guidance counselor provides one-on-one private counseling sessions to students in order to support their social-emotional development; students are either referred or voluntarily seek out guidance. Counselors also refer students to the school’s conflict resolution program and meet with students afterward to ease the transition back into classes.
At-risk Services provided by the School Psychologist	Our campus receives the support of a school psychologist to provide on site services to eligible students or referral to services when they can’t be provided on site.
At-risk Services provided by the Social Worker	Counseling: Our social worker provides one-on-one private counseling sessions to students in order to support their social-emotional development; students are either referred or voluntarily seek out guidance. She also provides referrals to families for students in need of rehabilitation, provides support through the family court process, and helps families access offsite therapy or support services for students in temporary housing.
At-risk Health-related Services	Provided by guidance counselors and school nurse, including condom availability, and individual counseling on health-related issues.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Rello-Anselmi/Cyndi Kerr	District 24	Borough Queens	School Number 296
School Name Pan American International High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Marcella Barros	Assistant Principal Anthony Riccardo
Coach n/a	Coach n/a
ESL Teacher Camila Leiva/ESL	Guidance Counselor Patricia Gallopo
Teacher/Subject Area Rebecca Lockhart/ESL	Parent Walter Alonzo
Teacher/Subject Area Nicholas Klinovsky/ESL-History	Parent Coordinator Juana Adames
Related Service Provider Andrew Cameron	Other Azeen Keramati -UFT Chap. Lead
Network Leader Cyndi Kerr	Other Krista Correa-Baer NLA Teacher

C. 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	9	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	19
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	371	Total Number of ELLs	339	ELLs as share of total student population (%)	91.37%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

All students admitted to Pan American International High School from a New York City junior high school are recently arrived immigrants who have not scored a proficient on the NYSESLAT exams. Our school is unique in that the entire student body is 100% Hispanic and all home languages have been identified as Spanish. In the four years of our existence, we have never had a student who was not identified as a native Spanish speaker. If a student does come to us who is not a Spanish speaker, we help them find placement at one of our partner schools in the Internationals Network that use the diverse ELL teaching model. This allows us to focus all of our support into the Spanish speaking community. All of the staff that initially interacts with family member or student speaks Spanish. All of the documents and forms a parent or guardian would need before, during and after an intake is provided in both English and Spanish. For the families of new admits, from out of the state or, most frequently, from their native country, during the intake interview, which is done in Spanish, with our guidance staff, they fill out the HLIS in Spanish or English, are given and explained the ELL Program Selection Sheet, and then those students take the LAB-R within ten days of admission. The LAB-R is administered by our Spanish teacher. On the students first day, Krista Correa-Baer meets with the student to determine their ability to take the LAB-R and if necessary, meets with parents to further help with HLIS. If the student is able to complete the test, they are given the opportunity within one week. Since the entire school is an ELL program, students are automatically enrolled in classes that provide 660 minutes of ESL instruction per week, and in addition all of our students take 220 minutes per week in their native language, Spanish. Each ELL student is provided with this amount of ESL instruction for the first two years of high school. We currently do not administer the Spanish LAB. Instead the students are initially given diagnostics at the start of their two year, 4 credit sequence of Spanish.

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS and ELL Program Selection Form	Patricia Galoppo	Guidance Counselor
LAB-R	Krista Correa-Baer	Licensed Spanish teacher
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. We utilize the data that is provided by the DOE of our schools prior year's NYSESLAT results to determine eligibilty and movement among all of our ELL students. This data is further desiminated by the school data specialist and Assistant Principal, Anthony Riccardo, to target specific areas of student academic weaknesses. The NYSESLAT is administered school wide across two testing days due to the large amount of students taking the exam, approximately 350 students. For the Speaking portion of the exam, it takes place over the course of the

examination window. Each student is pulled out of class and given that part of the exam in a separate room. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

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

The Guidance Counselors and the Spanish teacher are responsible for taking the following steps:

- Whenever a family comes to enroll in our school, they initially meet with the guidance counselor. The counselor determines whether a student is eligible for enrollment by reviewing transcripts. The counselor explains the ESL model that we have at our school. Then the family meets with Krista Correa-Baer, the Spanish teacher who explains the three different programs in greater detail.
- Throughout the school year, there during the monthly Parent Association meeting, administration is on hand to explain the three choices to any parent who has questions.

The majority of our students enroll in September and we provide the information to parents throughout September; however, a number of our students enroll throughout the school year and those families meet directly with the guidance counselor and Spanish teacher.

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

K ● 1 ● 2 ● 3 ● 4 ● 5 ●

6 ● 7 ● 8 ● 9* 10* 11* 12*

3. Describe the process for distributing Parent Survey and Program Selection forms. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Each September, every family that is currently enrolled in the school, receives a Continued Entitlement Letter through the mail. The Assistant Principal, Anthony Riccardo, along with the parent coordinator, Juana Adames, ensure the mailing of the entitlement letter to every parent or guardian of every ELL student during the month of September. They are also responsible for the distribution and mailing of the Parent survey and Program Selection Forms.

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, Spanish.

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

For the new families that are coming into the school, as Program Selection forms are submitted, copies are made and filed in students' guidance folders. The originals are kept in a folder in the main office.

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

If all Program Selection forms have not been submitted by the end of September, individual calls, by 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.

Our school attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages.

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

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. Our parents have requested Free-Standing ESL by an overwhelming margin. In the past four years only 12 parents have opted for a Bi-lingual program. We are able to accommodate most of the time since most of our teachers also speak Spanish, the students native language. The guidance counselor have the ability to program the students in classes where teachers speak

Spanish.

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

The program models at our school are aligned with parent requests. We are able to accommodate those parents that wish to have their students placed in classes where the teacher speaks Spanish. One of our concerns for this year is making sure parents understand how an ESL program works and what to expect as their child learns English. This is addressed in the SLT meetings, parent teacher conferences, and the PA meetings.

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										87	83	79	89	338
Push-In														0
Total	0	0	0	0	0	0	0	0	0	87	83	79	89	338

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	338	Newcomers (ELLs receiving service 0-3 years)	250	Special Education	4
SIFE	4	ELLs receiving service 4-6 years	89	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	250		2	88		2	0	0	0	338
Total	250	0	2	88	0	2	0	0	0	338

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

C. Home Language Breakdown and ELL Programs

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

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

**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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										87	83	79	89	338
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	0	87	83	79	89	339							

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 90 students. Since the majority all of our student population are ELLs, the organizational model we are most aligned with in the Collaborative model.

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All students are carefully programmed to be certain they have more than the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 660 minutes of ESL per week, intermediates 440 minutes of ESL per week, and advanced 220 minutes of ESL and 220 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. All students in grades 9-11 receive 220 minutes of NLA per week. 12th graders needing additional NLA support are given 220 minutes per week of NLA instruction. The schedule consists of 6 instructional periods per day with each period lasting for 55 minutes. Every class, except for Physical Education, meets 4 times per week. This allows for the 220 minutes of ESL instruction per content area class each week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches

A. Programming and Scheduling Information

and methods used to make content comprehensible to enrich language development.

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. All the classes are taught either by a licensed ESL teacher or a content teacher that utilizes ELL scaffolding to deliver that class content. The advantage to having all our students share a common native language is that much of the scaffolding support a student receives is dependant on both academic and language level. Dictionaries, handouts, and videos are all provided in English or Spanish, or with Spanish translations and/or subtitles. This ensures that regardless of English level, the student can still access the material in their native language.

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 in both English and Spanish.

4. How do you ensure that ELLs are appropriately evaluated in their native language?

All students take 2 years of their native language. 100% of our population speaks Spanish, this enables us to enroll every incoming student in a Native Language class where they are not only evaluated, but they have the opportunity to build on their native language.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

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

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

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

After a student is enrolled in our school, they are immediately immersed into our ESL teaching and learning model outlined above. All students not only receive more than the required amount of ESL instruction, but we also provide them with two years of instruction in their native language, Spanish. By further developing their native language skills the students ability to learn English is also supported. Through our DYO formative assessments, NYSESLAT scores, and classroom performance students are constantly evaluated to ensure that curriculum targets areas of both strengths and weaknesses.

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

Each one of our students that is identified as receiving ELL service beyond 3 years is evaluated by the teachers and guidance counselors. All the assessments from prior years are used to determine an individual plan of action. That would include additional remedial classes, before and after school programs, Saturday academy, small group instruction, peer and adult volunteer tutoring and any other necessary guidance or academic action plan an/or intervention.

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

A. Programming and Scheduling Information

Currently we do not have any students that meet this criteria. In anticipation that the above services don't have an impact on our long term ELL, we would provide a more focused action plan for any student that is an ELL longer than 5 years.

B. Programming and Scheduling Information--Continued

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

8. 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.

Student academic progress is tracked by the teacher teams that consist of an instructional team which includes Math, ESL, ESL SS, ESL Science, and NLA. The cohort of students they are responsible for is less than 100 students. This allows for more direct and targeted interventions based on student needs. All available assessments, classroom interactions, and guidance conferences are used to determine the best instructional strategy for a particular student or group of students. The teacher teams meet weekly either as an instructional group, a content area, grade level, or entire faculty to discuss strategies and best practices to target specific instructional goals based on the most current available data.

We also use a variety of outside partners to assist in engaging students in other ways academically. The are as follows:

- Make the Road NY community partner – Our lead community partner offers an after school program that offers activities that develop students' writing abilities, such as Newspaper and Political Education.
- Saturday Explorer's Club – Each Saturday, 2-3 faculty members provide a small group of SIFE students with experiential learning opportunities at various NYC sites with cultural, historical or educational significance. Activity guides designed by teachers specifically for each site visit promote literacy, language development, and numeracy. These trips are conducted in English
- Literacy/SIFE program– During our bi-weekly elective periods, our SIFE students and newest ELLs are programmed into a literacy class that offers small group instruction with a certified teacher, where they receive explicit academic literacy instruction in a classroom setting with an ESL-certified teacher and a teacher/student ratio of 1:10 or smaller. This class is taught in English.
- Peer Tutoring – A group of approximately ten PAIHS students have been trained in the process of peer tutoring. They offer tutoring after school, recruit students for the program and work in consultation with the guidance counselor to guide their progress.
- LYHEP – Students work with LYHEP volunteers to receive academic support in writing, reading, college preparation and exploration.
- Regents Prep “Selectives” – All students in need of Regents prep receive after school or during the day support through Regents prep selectives and after school classes.

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

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

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

Based on our students' performance on the Regents, NYSESLAT, and our DYO formative assessments from the prior school year, we have

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. 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.

Student academic progress is tracked by the teacher teams that consist of an instructional team which includes Math, ESL, ESL SS, ESL Science, and NLA. The cohort of students they are responsible for is less than 100 students. This allows for more direct and targeted interventions based on student needs. All available assessments, classroom interactions, and guidance conferences are used to determine the best instructional strategy for a particular student or group of students. The teacher teams meet weekly either as an instructional group, a content area, grade level, or entire faculty to discuss strategies and best practices to target specific instructional goals based on the most current available data.

We also use a variety of outside partners to assist in engaging students in other ways academically. The are as follows:

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Courses Taught in Languages Other than English ⓘ

C. Schools with Dual Language Programs

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Not Applicable

Math:

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The entire staff, administration, teachers and guidance work collaboratively on the following initiatives:

- Inquiry Projects – small group of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest.
- Weekly professional development meetings, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
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 - o Social-emotional progress of a teaching team's shared students
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 - o Peer critiques of teacher-generated curricula
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- 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.
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NYC Writing Project teacher consultant works three full days a week working with individual and teacher teams to provide coaching and mentoring in writing strategies.

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

E. Parental Involvement

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

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

All communication to the parents is done in the identified home language, Spanish. The parent coordinator and administration work closely with the PA to ensure parents are able to meet at least once a month. We also provide adult English classes on Saturdays to parents of students.

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

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

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

3. How do you evaluate the needs of parents?

Administration meets regularly with parent leaders to determine needs of parents. We also provide English classes to our parents on Saturdays. All meetings and parental contact is coordinated through the parent coordinator, Juana Adames.

Parent needs are determined through surveys distributed to them in Spanish and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings.

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

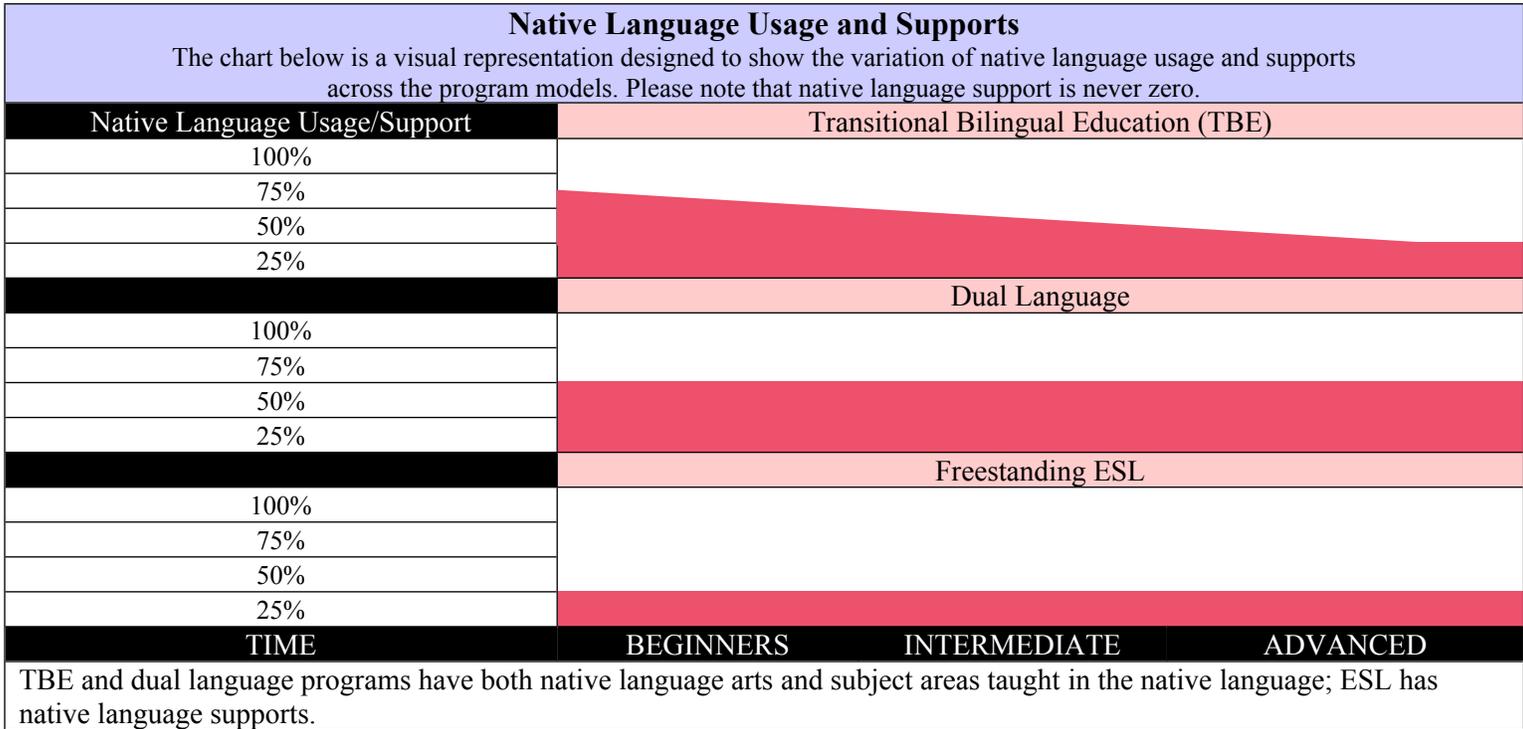
We provide English classes to our parents on Saturdays. Also, there are volunteers to work with the parents in any other aspect of supporting their child in school.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



B. Programming and Scheduling Information--Continued

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Additional Information

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Paste additional information

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Professional development for all staff at Pan American International High School is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means: The Principal and Assistant Principal attend professional development opportunities and either provide PD to the entire staff, bring in network personnel or an outside vendor to facilitate a staff PD. Our PD specifically targets our population and is designed with the input of administration, teacher leaders, and guidance staff. It relies on the latest research and school data that pertains to the education of our unique population.

The entire staff, administration, teachers and guidance work collaboratively on the following initiatives:

- Inquiry Projects – small group of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest.
- Weekly professional development meetings, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team's shared students
 - o Formation and refinement of discipline specific benchmarks at each grade level
 - o Peer critiques of teacher-generated curricula

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?
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 - o Peer critiques of teacher-generated curricula
- Peer observations – teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
- International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
- QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
- Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
- DYO Formative Assessment – our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our schools (in conjunction with staff members from our sister IHSs) as part of the DOE's design your own (DYO) formative assessment program. This year we will be using the Consortium Rubrics in each of the content areas as our Formative Assessment.

NYC Writing Project teacher consultant works three full days a week working with individual and teacher teams to provide coaching and mentoring in writing strategies.

2. Guidance counselors can participate in all of the activities listed above.

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

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E. Parental Involvement

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

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

All communication to the parents is done in the identified home language, Spanish. The parent coordinator and administration work closely with the PA to ensure parents are able to meet at least once a month. We also provide adult English classes on Saturdays to parents of students.

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

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

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

3. How do you evaluate the needs of parents?

Administration meets regularly with parent leaders to determine needs of parents. We also provide English classes to our parents on Saturdays. All meetings and parental contact is coordinated through the parent coordinator, Juana Adames.

Parent needs are determined through surveys distributed to them in Spanish and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings.

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

We provide English classes to our parents on Saturdays. Also, there are volunteers to work with the parents in any other aspect of supporting their child in school.

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

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										36	29	20	8	93
Intermediate(I)										25	25	35	36	121
Advanced (A)										10	5	10	12	37
Total	0	0	0	0	0	0	0	0	0	71	59	65	56	251

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										19	14	7	2
	I										26	31	34	20
	A										22	12	21	22
	P										10	3	3	17
READING/ WRITING	B										34	26	20	8
	I										27	29	34	36
	A										10	5	8	9
	P										6	0	3	8

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	76	0	31	
Integrated Algebra	169	0	52	
Geometry	0	0		
Algebra 2/Trigonometry	10	0		
Math				
Biology	0	0		
Chemistry	8	0	3	
Earth Science	27	0	0	
Living Environment	170	0	81	
Physics	0	0		
Global History and Geography	177	0	50	
US History and Government	80	0	21	
Foreign Language	4	0	4	
Other				
Other				
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

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)								

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
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 as 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.

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

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

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

Based on our LAB-R results, all students are determined to be ELL.

- Currently 27.5% of our students are scoring at the Beginner level on their NYSESLAT exams. The breakdown by grade is as follows

- o 9th Grade: 50.7%
- o 10th Grade: 49.1%
- o 11th Grade: 30.7%
- o 12th Grade: 14.2%

- Currently 35.7% of our students are scoring at the Intermediate level on their NYSESLAT exams. The breakdown by grade is as follows

- o 9th Grade: 35.2%
- o 10th Grade: 42.3%
- o 11th Grade: 53.6%
- o 12th Grade: 64.3%

- Currently 10.9% of our students are scoring at the Advanced level on their NYSESLAT exams. The breakdown by grade is as follows

- o 9th Grade: 14.0%
- o 10th Grade: 8.4%
- o 11th Grade: 15.2%

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

School Name: <u>Pan American International HS</u>		School DBN: <u>24Q296</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcella Barros	Principal		12/1/11
Anthony Riccardo	Assistant Principal		12/1/11
Juana Adames	Parent Coordinator		12/1/11
Camila Leiva	ESL Teacher		12/1/11
Walter Alonzo	Parent		12/1/11
Rebecca Lockhart	Teacher/Subject Area		12/1/11
Nicholas Klinovsky	Teacher/Subject Area		12/1/11
n/a	Coach		1/1/01
n/a	Coach		1/1/01
Patricia Gallopo	Guidance Counselor		12/1/11
Cyndi Kerr	Network Leader		12/1/11
Azeen Keramati	Other <u>UFT Chapter Leader</u>		12/1/11
Krista Correa-Baer	Other <u>NLA Teacher</u>		12/1/11

School Name: Pan American International HS

School DBN: 24Q296

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Cameron	Other <u>Special Ed Teacher</u>		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q296 **School Name:** Pan American International HS

Cluster: 1 **Network:** CFN 106

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.

Upon entrance into the school, parents meet with the guidance counselor and the Spanish teacher. The teacher and Guidance Counselor do the initial intake with the student and the family. Parents are given the HLIS and it is explained to them in their native language. If the teacher or counselor does not speak the family's native language then the teacher will contact the Translation Unit phone translation service to explain the form and the three choices available for ELL instruction. The family's home language is recorded on the HLIS, the emergency blue card, in ATS, and parent coordinator records. All communications with parents are provided in English and all the native languages spoken by our families. This includes mailings, school voice messenger, and parent meetings that are held in their native languages. Several of our office and teaching staff is fluent in other languages other than English.

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.

Our findings demonstrate that all of our students' home native languages is Spanish. These findings are communicated to the school community through guidance and administration communication with teachers and office staff. It is also documented and communicated to members of the school's SLT team and the Parent Association. Although we are aware that our school community needs Spanish translation, many parents also need support in how to understand some of the documents that are sent home. Our staff works closely with parents and parent leaders to hold regular meetings to go over any information and to answer any questions they may have.

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.

According to our translation interpretation findings, all of our families speak Spanish as their native language. Therefore, we have hired Spanish speaking teachers that are members of all teacher teams, a Spanish speaking Parent Coordinator and office staff whom all speak Spanish. If non-Spanish speaking teachers and/or school staff need to communicate with families in written form, they may request this support from our Parent Coordinator, secretaries, attendance teacher, or guidance counselor. They also can provide the document to the Translation interpretation unit to be translated into Spanish. All information provided to parents is given in both English and Spanish. Other forms of written communication in Spanish such as brochures, banners, and manuals are translated or purchased in Spanish by outside vendors.

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.

If a teacher or other school staff does not speak Spanish and needs to communicate to parents verbally, they may use the Translation Interpretation Phone Service to communicate with families. In addition to this service, teachers and other school staff may also receive oral interpretation services from our Parent Coordinator, secretaries, attendance teacher, or guidance counselor and receive these services in a more timely manner due to the fact that it is provided in-house. Teachers may also receive these services from peer teachers on their teams that are Spanish speakers.

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>.

Whenever any contact is made with a parent, whether it is written or oral, they are always given the option of having it in Spanish.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Pan American International HS	DBN: 24Q296
Cluster Leader: Corrine Rello-Anselmi	Network Leader: Cyndi Kerr
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✱Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 338 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 27 # of certified ESL/Bilingual teachers: 9 # of content area teachers: 18

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Saturday Skills Academy: ELL students attend a Saturday academy that runs every Saturday beginning in October until June for four hours each session. Two teachers (one of which is an ESL teacher) co teach with a content area teacher on a rotational basis. The ESL teacher develops interdisciplinary curriculum that is developed in conjunction with the other teachers. As the cross-curricular units are taught the ESL teacher will team teach with math, social studies, science and ELA teacher in order to provide more targeted assistance to the ELLs in the respective content areas through thematic units. Content area team teachers will co teach with the ESL teacher as determined by curricular planning. Students receive additional academic support to help advance their English language skills. This class is made up of predominantly low to intermediate ELLs. This class provides more individualized and differentiated support in acquiring the development of academic English which strongly connects to their success in academic content area classes. Students visit NY Hall of Science, Statue of Liberty and the Metropolitan Museum of Art as they connect with science and history classes. Students are required to complete assignments connected to their Title III class learning. Approximately 200 students are served through the Saturday program in grades 9-11 throughout the school year.

Before and After School Program: ELL students attend before/after school classes that runs every week from October to June for four hours each week. These classes are in session on Mondays, Tuesdays, Thursdays, and Fridays. Two teachers (both of which are ESL teacher) each teach an after school class that focuses on additional support in English language development. Students are able to work on targeted areas of need such as literacy and English language development. The teacher assists students in completing assignments from other content area classes. One of these classes is targeted at providing additional support for the written components of the Global Studies Regents, and the other for the English language skills. Materials for this program will be purchased with Title III funds. These materials include supplemental books and supplies (card stock, poster boards). In addition, both of these classes aim to increase students' achievement on the NYSESLAT. Approximately 100 students are served through this after school class in grades 9-11. Although we fund other after school programs with other funding, these two classes are paid with Title III.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here:

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

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

Monthly PD - Professional development led by administration which focuses work on how to further adapt and scaffold curriculum based on the new DOE initiatives such as the Common Core Standards task and unit development and the use of Danielson's Framework for teaching.

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

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here:

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

LYHEP (Latino Youth for Higher Education Program) Partnership Program: Our partnership with LYHEP consists of parent support in the areas of college readiness and adult education. This group of volunteers works with the families of our ELL students in a variety of ways. They provide college readiness workshops, tutoring, college trips, college fairs, technology education, career advisement, support with the college application process, and summer programs. They also provide classes for parents in adult ESL and computer skills. They also provide workshops for parents in financial literacy, college awareness and application preparation, and training in the DOE’s procedures, assessments, and resources.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		