



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : __PAN AMERICAN INTERNATIONAL HIGH SCHOOL AT MONROE__

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X388

PRINCIPAL: __BRIDGIT C. BYE__ **EMAIL:** __BBYE@SCHOOLS.NYC.GOV__

SUPERINTENDENT: __GERALDINE TAYLOR-BROWN__

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
BRIDGIT C. BYE	*Principal or Designee	
LINDSEY MAEHLUM	*UFT Chapter Leader or Designee	
ALFREDO BAQUE ZAVALA	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
VICTOR GARCIA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will show progress in using evidence to support arguments and in modeling with mathematics or constructing viable arguments and critiquing the reasoning of others in mathematics as evidenced by progress on the performance based assessment tasks developed as part of our DY0 periodic assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After looking at content-based academic writing across grade levels in interdisciplinary grade-level team meetings, and looking at the writing of students within a content area across grade levels, and in looking at the city's Common Core State Standards initiative, it was determined that constructing and critiquing arguments and modeling with math across grade levels and academic disciplines is a need for all of our students in achieving college level writing proficiency by graduation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity 1:

Professional Development: Teachers from each academic discipline will participate in the Performance Assessment Consortium professional developments on a monthly basis. A coach from the New York City Writing Project will work with teachers in English and Social Studies to assist in the development of activities and units that promote the writing of effective arguments. A coach from the EASL Institute will work with math and science teachers to develop assessments and interim learning outcomes that measure progress in modeling with mathematics and in writing and critiquing arguments of others in mathematics. An ESL coach works with all teachers in developing differentiated instruction strategies necessary for scaffolding the writing tasks. The principal and assistant principal work with teachers regularly on development of teaching units.

Target population: All teachers participate in coaching. One teacher from each discipline team participates in Consortium professional development.

Responsible staff members: Principal, Assistant Principal, 3 coaches.

Inclusion of teachers: Teachers are responsible for all phases of development and assessment of tasks and student work in both discipline and interdisciplinary teams, with support from coaches, principal, and assistant principal.

Implementation timeline: Professional development in August, September, October, and November on development of tasks. Ongoing for the rest of the year in refining and developing second task.

Activity 2:

After-school program: Teachers from all academic disciplines will work with students in small groups for literacy and math instruction.

Target population: Students not meeting learning outcomes in content and skills classes.

Responsible staff members: Teachers from all academic disciplines, assistant principal, coordinator of special programs

Inclusion of teachers: Teachers are responsible for designing instructional program and identifying and recruiting at-risk and struggling students

Implementation timeline: After school from September through June

Activity 3:

Saturday Academy: Small group instruction in literacy, ESL, and math for lowest level students

Target population: SIFE and beginning ESL students

Responsible staff members: 1 math, 1 Spanish NLA, and 1 ESL teacher, principal

Inclusion of teachers: Teachers are responsible for designing instructional program and identifying and recruiting at-risk and struggling students

Implementation timeline: Saturdays, October through June

Activity 4:

In-school Academic Support Center: Teachers are assigned to provide small group instruction in reading, writing, and math to lowest level literacy and SIFE students

Target population: Lowest level literacy and SIFE students

Responsible staff members: Art teacher, ESL teacher, SIFE coordinator, Math teachers

Inclusion of teachers: Teachers are responsible for designing instructional program and identifying and recruiting at-risk and struggling students

Implementation timeline: December through June

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent workshop conducted by Parent Coordinator will focus on supporting students with writing and math skills.
- Subject to parent interest and availability, an English as a second language class will be offered to parents.
- Teachers meet with parents and provide progress reports to apprise parents of student progress in achieving learning outcomes.
- A software program is being implemented that will give parents access to current information about student progress in achieving learning outcomes.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Title 1 5% set aside is used for course reimbursement for teachers who need additional course work or are interested in becoming certified in high need areas.
- Teachers are actively recruited through New Teacher Finder, recruitment fairs, and relationship with I-start program
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.
- Coaches are assigned to support struggling teachers.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- SIFE team coordinates Saturday academy with principal

- After-school program is coordinated by our coordinator of special programs, in conjunction with SOBRO and the assistant principal
- Professional development is provided by the EASL Institute, Performance Assessment Consortium, CFN network, principal and assistant principal.
- Art teacher coordinates Academic Support Center.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Title III Immigrant, and DYO Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session to supervise after-school program and provide data analysis on student progress (4 hours per week)*
- *Principal per session (3 hours per week) to supervise Saturday Academy*
- *Teacher per session (average 2 hours per week per teacher) for academic support for struggling students and for Saturday Academy*
- *Teacher assignment to in-school academic support center for most struggling students*
- *Professional development in and out of school*
- *Differentiated books in all content area classes to increase student access to content.*

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
All instructional units will be refined by June 2012 to incorporate select language and literacy standards and aligned instructional activities that promote language and literacy growth, as demonstrated by improvements of 20 points or more in the Reading and Writing portions of the NYSESLAT exam with 70% of our 9th and 10th grade students. These standards are taken from the Common Core, leveled by the students English language proficiency level, as defined by the NYSESLAT and WIDA consortium.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

By looking at student reading and writing in their content classes, and the difference in promotion rates between 10th and 11th grades, we have seen that students are not acquiring sufficient language and literacy skills in the 9th and 10th grades to ensure success in 11th grade. Accordingly, we have decided that teachers will integrate leveled learning outcomes from the Common Core specifically related to language and literacy development in all classes and will track student progress in attaining proficiency in language and literacy at increasing levels of difficulty.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity 1:

Professional Development: All teachers will participate in a professional development institute prior to the beginning of the school year focused on developing language and literacy skills learning outcomes at levels aligned with research-based English language proficiency standards at different levels. A coach from the New York City Writing Project will assist teachers in the development of the outcomes. A coach from the EASL Institute will work with all teachers in the development of learning outcomes. The principal and assistant principal meet with all teachers prior to the beginning of each instructional unit to review and approve learning outcomes. Teachers meet with discipline teams to ensure vertical alignment of learning outcomes.

Target population: All teachers participate in coaching and meetings.

Responsible staff members: Principal, Assistant Principal, coaches.

Inclusion of teachers: Teachers are responsible for initial development, revision, and alignment of learning outcomes.

Implementation timeline: Professional development in August, Development meetings for outcomes 4 weeks prior to the start of each instructional unit and review and revision 2 weeks prior to the beginning of each unit.

Activity 2:

Collaborative administrative / teacher review of unit plans: Before the commencement of each instructional unit, teachers and administration meet to review literacy and language outcomes and activities in each unit. Teachers make revisions based on feedback and resubmit.

Target population: All teachers

Responsible staff members: Principal and Asst. Principal

Inclusion of teachers: Team leaders discuss priorities with Coordinating Council and with academic discipline team and structure the meeting with the administrators so that it can be productive and helpful.

Timeline for implementation: Ongoing throughout year from August to June. Each unit completed 2 weeks prior to implementation.

Activity 3:

Collaborative review of student work: Interdisciplinary teams of teachers who share students will review student work with emphasis on subgroups to assess student progress in reading and writing in relation to the learning outcomes for each unit.

Target population: All teachers

Responsible staff members: Teaching team leaders

Inclusion of teachers: Team leaders discuss priorities with Coordinating Council and with academic discipline team and structure the meeting with the administrators so that it can be productive and helpful.

Timeline for implementation: Ongoing from September through June

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent workshop conducted by Parent Coordinator will focus on developing language and literacy skills.

- Subject to parent interest and availability, an English as a second language class will be offered to parents.
- Teachers meet with parents and provide progress reports to apprise parents of student progress in achieving learning outcomes.
- A software program is being implemented that will give parents access to current information about student progress in achieving learning outcomes.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Title 1 5% set aside is used for course reimbursement for teachers who need additional course work or are interested in becoming certified in high need areas.
- Teachers are actively recruited through New Teacher Finder, recruitment fairs, and relationship with I-start program
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.
- Coaches are assigned to support struggling teachers.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- New York City Writing Project works in conjunction with principal, assistant principal and coaches to improve teachers' unit planning and instructional delivery.
- EASL provides coaching in development of learning outcomes in conjunction with principal and assistant principal.
- SOBRO supports student reading and writing improvement after school.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Title III Immigrant, and DYO Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Funding to hire coach from EASL*
- *F-status ESL Literacy Coach*
- *Per session for professional development for teachers (8 hrs per week)*
- *Paid teacher participation in conferences.*
- *Per diem for teachers participating in outside Professional Development*
- *Professional development in and out of school*
- *Differentiated books in all content area classes to increase student access to content.*

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase percentage of Cohort O students passing the Integrated Algebra Regents from 37% to 50%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We have seen that failure on the Integrated Algebra Regents exams is the single largest impediment for promotion to 12th grade. Students who do not pass the Integrated Algebra Regents by the end of 10th grade, struggle in 11th. By improving the pass rate for those in Cohort O, we will formulate techniques which will then be used with students in the lower cohorts.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity 1:

Zero-period Regents Tutorial: Students participating in this program in the past have had a 96% pass rate on the Algebra Regents. By starting the program later in the morning and by mandating all students in Cohort O to attend, we hope to see greater participation rates.

Target population: All cohort o students who have not passed the Integrated Algebra Regents

Responsible Staff: Math teachers currently teaching Algebra

Inclusion of teachers: Teachers are responsible for development of the curriculum and volunteered to teach the classes.

Implementation Timeline: October through January and February through June.

Activity 2:

Saturday Academy: Struggling students can get additional math help on Saturdays, using a combination of direct instruction and adaptive computer software.

Target population: Most at-risk Cohort O students, who need time in addition to that provided in the zero period.

Responsible staff: 1 Math teacher, principal, SIFE Coordinator

Inclusion of Teachers: Program is designed and developed by teachers, who are responsible for all aspects of implementation

Implementation Timeline: October through June

Activity 3:

Ongoing formative assessment: Student progress will be assessed through mock Regents exams, informal assessment during the zero period and Saturday classes, and through our DYO periodic assessment in math.

Target population: All Cohort O students who have not passed the Integrated Algebra Regents

Responsible Staff: All math teachers

Inclusion of Teachers: Teachers design all assessments and participate in professional development through the Performance Assessment Consortium on development of the DYO tasks, as well as those on the Common Core through the CFN network.

Implementation timeline: September through June

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent workshop conducted by Parent Coordinator will focus on developing math skills.
- Calls to parents of students not attending zero period or Saturday classes.
- Teachers meet with parents and provide progress reports to apprise parents of student progress in achieving learning outcomes.
- A software program is being implemented that will give parents access to current information about student progress in achieving learning outcomes.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Title 1 5% set aside is used for course reimbursement for teachers who need additional course work or are interested in becoming certified in high need areas.
- Teachers are actively recruited through New Teacher Finder, recruitment fairs, and relationship with I-start program
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.
- Coaches are assigned to support struggling teachers.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- SIFE team coordinates Saturday academy.
- Math teachers are responsible for the coordination of the after and before school math regents instruction and tutoring

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Title III Immigrant, and DYO Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Funding to hire coach from EASL*

- *Per session for professional development for teachers (8 hrs per week)*
- *Paid teacher participation in conferences.*
- *Per diem for teachers participating in outside Professional Development*
- *Professional development in and out of school*
- *Adaptive Math software (Destinations Math) to allow students individualized practice both in and out of school.*

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.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	120	120	120	120	15			
10	142	142	142	142	15			
11	79	79	79	79	15			
12	20	4	9	10	15			

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



Pan American International High School at Monroe

1300 Boynton Avenue, Bronx, NY 10472

Phone (718) 991-7238

Fax (718) 991-7872

New York City Department of Education

Affiliated with Internationals Network for Public Schools

In Partnership with South Bronx Overall Economic Development Corporation

Bridgit Claire Bye, Principal

Elisabeth Levi, A.P.

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



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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;



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New York City Department of Education

Affiliated with Internationals Network for Public Schools

In Partnership with South Bronx Overall Economic Development Corporation

Bridgit Claire Bye, Principal

Elisabeth Levi, A.P.

- 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;



Pan American International High School at Monroe

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- 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);



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- 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Rello Anselmi / Cyndi Kerr	District 12	Borough Bronx	School Number 388
School Name Pan American Int'l HS at Monroe			

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

Principal Bridgit C. Bye	Assistant Principal Elisabeth Levi
Coach Rona Armillas	Coach type here
ESL Teacher Lindsey Maehlum	Guidance Counselor Thomas Erickson
Teacher/Subject Area Jessica Kelly/History	Parent Alfredo Baque Zavala
Teacher/Subject Area Benjamin Pisciotta / Science	Parent Coordinator Daira Olivero
Related Service Provider type here	Other type here
Network Leader Cyndi Kerr	Other type here

C. Teacher Qualifications [i](#)

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	10	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	5
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	10
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	392	Total Number of ELLs	376	ELLs as share of total student population (%)	95.92%
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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. 

1a. All students admitted to Pan American International H.S. @ Monroe from a New York City junior high school are recently arrived immigrants from Spanish-speaking countries who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, are sent to us because they come from Spanish speaking countries and speak Spanish. When they arrive at the school, they meet with the parent coordinator and the Principal or another licensed pedagogue. They are asked if they speak Spanish, if they speak English, how long they have studied English (if they have), and if they have missed school for an extended period of time. If they have report cards from their country, we look at those to help determine academic strengths and weaknesses and grade level placement. The parent coordinator is a native speaker of Spanish. At least 1 person present in the interview is a native speaker of Spanish. The parents fill out the HLIS in their preferred language. The students and parents are interviewed by the parent coordinator and principal, and if they are speakers of a language other than English, are oriented as to the types of programs available to ELLs and the benefits of each model. All of the information is presented in Spanish and English if the parent prefers. If 20 students in a grade state a preference for a bilingual program, the principal will consider opening a bilingual program. All students are placed in the program they have chosen. Our test coordinator ensures that all students are administered the LAB-R and Spanish LAB within ten days of admission. The LAB-R is administered by a licensed ESL teacher and the Spanish LAB by a licensed Spanish teacher or a teacher with a bilingual extension.

1b. The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS	Bridgit C. Bye or Zebo Pirmukhamedova	Licensed ESL teacher
LAB-R	Yohanny Santana	Bilingually certified teacher testing coordinator
HLIS/ LAB-R	Zebo Pirmukhamedova	Licensed ESL teacher
Spanish LAB	Yohanny Santana	Bilingually certified teacher and testing coordinator
Spanish LAB	Maria Sosa / Clelia Nolasco	Licensed Spanish teachers.
Formal initial assessment in literacy, math, English	All classroom teachers	Licensed ESL and/or content area teachers

1c. All ELLs, as identified in ATS via RLER, take the NYSESLAT during the spring testing period as required by NYS regulations. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school. The testing coordinator, Yohanny Santana, a licensed teacher with a bilingual extension, is responsible for ensuring that the test is conducted. All licensed ESL teachers in the school conduct the testing. These are: Terrance Judson, Maria Elena Nieves, Tom Snell, Lindsey Maehlum, Zebo Pirmukhamedova, Mayce Makani, Jonna Dowling, Travis Combs, Jessica Kelly, and Julia Carson. As nearly all students in the school require the NYSESLAT, the reading, speaking, and listening tests are conducted in class periods in a morning, and then teachers pull out students during advisory, professional and prep periods to conduct the oral component. There is a make-up day for all absent students later in the week that the test is given.

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

- Parents of new enrollees are shown the video, in the appropriate native language, when they enroll their child. A licensed pedagogue who speaks the family's native language is available to answer questions. A guidance counselor is also available for

questions.

- All parents are invited to attend any of a series of meetings to view the video and ask questions about the options. Staff members who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support. An administrator attends the meetings.

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

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

Pedagogues who inform the parents of the program choice are Zebo Pirmukhamedova, licensed ESL teacher, or Bridgit C. Bye, licensed ESL teacher. When a TBE/DL program becomes available, calls are made by the guidance counselor, parent coordinator, community assistant, and a licensed ESL pedagogue (as listed above).

3. Entitlement letters are generated from the results of the LAB-R scores by the assistant principal, Elisabeth Levi, a licensed ESL pedagogue. The letters are sent out after the LAB-R test is administered. Letters are placed in the students' cumulative folders and are maintained in a binder in the guidance office. Parent survey and program selection forms are distributed when the student enrolls in the school.

4.

Placement letters are sent out in accordance with the parental request after the LAB-R tests are scored. Continued Entitlement letters are generated from the results of the NYSESLAT test by the assistant principal and mailed out each year. Letters are maintained in students' cumulative records and in a binder in the guidance office. Parents' choices are honored by providing them with the program they requested. Our school has hired several personnel – administrative, teaching, guidance, and clerical – who speak Spanish, the native language of our students. There is always a Spanish speaking staff member present for all interactions with parents. In addition, all written communication is translated into Spanish by school staff.

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

5. Parents select our school because OSE tells them it provides an ESL program. Therefore, 100% of our parents have requested Free-Standing ESL after enrolling in the school.

6a. The program models at our school are aligned with parent requests because the parents choose a self-contained ESL program, so we provide it.

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

6b. N/A

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In										12	12	4	2	30
Total	0	0	0	0	0	0	0	0	0	12	12	4	2	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	378	Newcomers (ELLs receiving service 0-3 years)	354	Special Education	1
SIFE	92	ELLs receiving service 4-6 years	24	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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	354	82	1	24	10	0	0	0	0		378
Total	354	82	1	24	10	0	0	0	0		378

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

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other ___														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: _____
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	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										92	171	102	13	378
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	92	171	102	13	378								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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)? If pull-out...

A. Programming and Scheduling Information

Instruction at our school is delivered collaboratively by teams of five-six teachers who work to plan instruction for groups of approximately 90 students. The instruction combines content area instruction with ESL instruction.

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

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

2a. 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)?

We have 2 ESL licensed and 1 Spanish licensed teacher assigned to each interdisciplinary teaching team.

2b.. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. At least 2 teachers per team are licensed in ESL. Students at the beginning level also receive an additional 2 hours per week of ESL instruction in an extra class designated for targeted skills instruction. All students also receive at least 180 minutes of ELA instruction and 180 minutes of NLA instruction per week. In addition, the content area teachers are trained in language development and ESL methodologies. Schedule allows for all mandated minutes because beginning students take 4 periods of ESL/Drama, 4 periods per week of ESL/reading, and 6 periods per week of ESL/social studies, all with licensed ESL teachers. Intermediate students take 6 periods of ESL, and advanced take 6 periods per week of ESL and 6 per week of English.

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

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

Each teaching team consists of ESL, content, dual licensed, bilingual and Spanish teachers who teach the students in various configurations of team teaching and native language support throughout the day. Physics and math teachers teach a project based class together. History and Spanish teachers teach a project-based class together. All classes except English/ESL have native language texts as well as leveled English books.

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

During the intake process, all students take an adaptive computerized math exam in Spanish through Destinos Math, an adaptive computerized Spanish reading exam through DORA (Let's Go Learn), and provide a Spanish writing sample. For students whose questionnaire warrants it the ALLD is also given, as well as the placement exam for Leamos, an online Spanish literacy tutorial program.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

All classes are heterogeneous and provide support via leveled texts, team teaching, and collaborative grouping. SIFE students additionally receive pull-out literacy/arts instruction, computerized adaptive instruction via Destinations Math in Spanish, and Destinations Reading in Spanish. We also have an extensive after-school program and Saturday academy for our SIFE students.

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

A. Programming and Scheduling Information

for ELLs after one year, specify your instructional plan for these ELLs.

All classes are heterogeneous and provide support via leveled texts, team teaching and collaborative grouping. Newcomers also have a class in ESL communicative language and a drama class focused on oral communication.

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

ELLs receiving service for 4-6 years have differentiated texts, team teaching, collaborative grouping, and Regents prep classes before and after school.

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

Our long-term ELLs receive additional tutoring before and after school to help prepare them for Regents exams and to help accelerate their English language development.

6. What instructional strategies and grade-level material do teachers of ELL-SWDs use that both provide access to academic content and accelerate English Language Development?

All of our classes use materials differentiated for reading level and English proficiency level for all students so that all students have access to both grade-level content and accelerated English Language development. Teachers use leveled texts, jigsaws, differentiated writing products, cooperative learning groups, and educational technology to ensure that students can access grade level content and develop their language proficiency, regardless of current English level, disability, or preferred learning modality. We provide whatever services are required on their IEPs.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

All ELL-SWDs in the school are in ESL classes and ESL content classes with additional support by a licensed special ed teacher. They are in the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

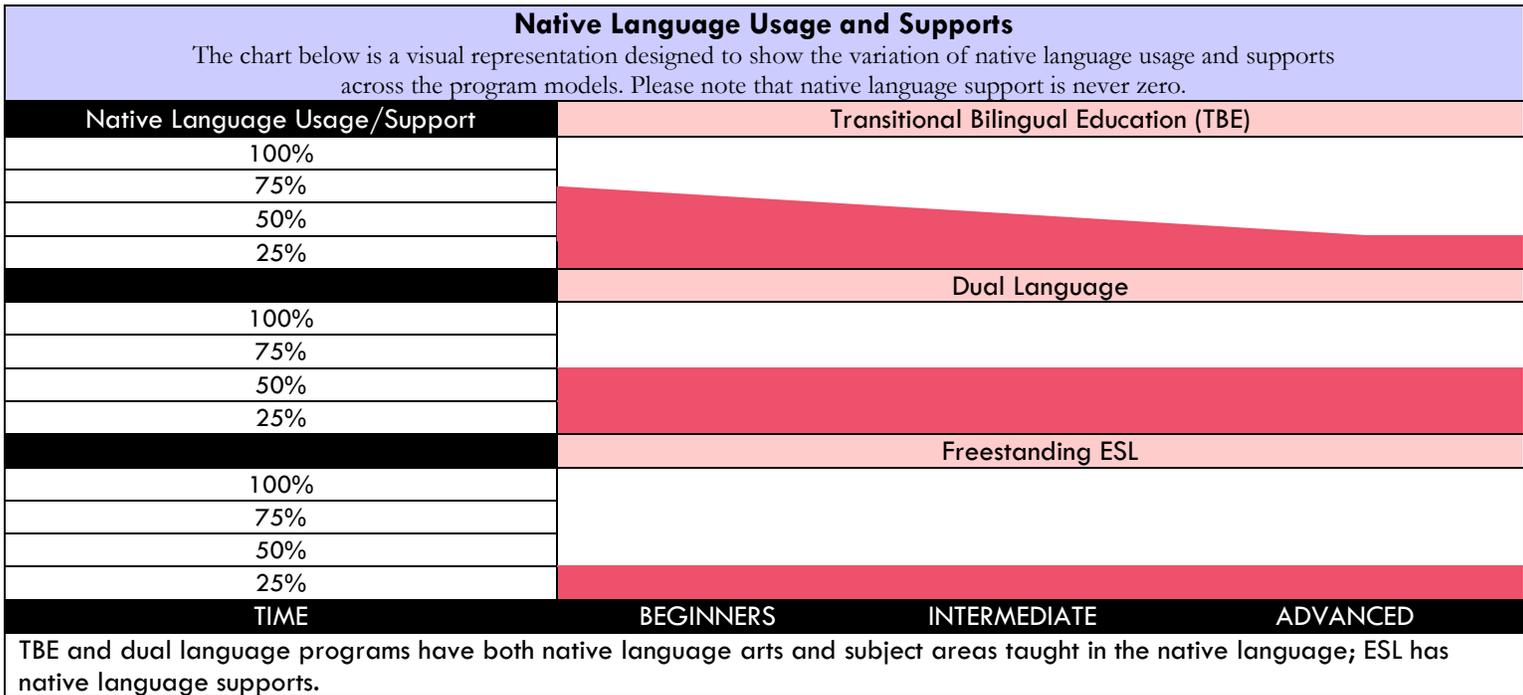
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	English			
Math:	Spanish			
Science:	English			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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.

We use Destinations Math in Spanish, Earobics Reach in English, native language texts, and have the Edge and Rigor programs.

Academic support center – During our four periods per week of reading circles, our SIFE students are offered literacy and math support in our academic support center through the integration of direct instruction, integrated math/literacy/arts instruction, and adaptive computer software.

Language selective- During our biweekly selective periods our lowest level ELLs are mandated for our Language Selective, where they receive explicit grammar and speaking instruction in a classroom setting with an ESL-certified teacher.

Targeted interventions for English include English in Action texts, leveled reading for reading circles, Earobics Reach, and outcomes based instruction that tracks what each student needs to learn and what they've already mastered.

Targeted interventions for Social Studies include team teaching with a Spanish teacher, leveled texts, cooperative learning, and outcomes-based instruction.

Targeted interventions for Science include leveled texts, team teaching with a bilingual math teacher, cooperative learning, and outcomes based instruction

Targeted intervention for math includes Destinations Math, before and after school instruction, a Saturday Academy, Regents prep classes.

Targeted intervention for Spanish NLA is literacy instruction via small group instruction, Leamos online literacy instruction, Destinos Reading, and Rigor.

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 use leveled texts, ESL support, QTEL methodologies. Students receive extended time on tests.

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

We are expanding our elective program to meet the needs of low-literacy and SIFE ELLs using Rigor, Destinations Math, and Destinations reading, as well as offering electives to prepare higher level ELLs for Physics and Math Regents exams. We are also increasing the extended day tutoring and enrichment options. We have increased team teaching for content projects in Social Studies and Math, increased student time in reading circles to provide for independent reading time and increase motivation to read, and are working on more

accessible means of data tracking to ensure that all students are meeting learning targets and have individualized learning plans.

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

Programs with Bronx Arts after school because we have integrated more arts into the school day.

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

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

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

Leadership class

Students are invited to participate through announcements in class in both Spanish and English, signs throughout the building in Spanish and English, and by approaching students individually to encourage participation. ELLs are included in all of our programs within the school because all of our students are ELLs, so by definition, any program that includes our students includes ELLs. Throughout the building, our students participate in all sports teams and the Leadership class.

12b. Our after-school programs are funded through Title 1, Title 3, Title 3 Immigrant funds, FSF, and our SIFE grant.

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

o Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials through collaborative planning with the other teachers in their department, curriculum sharing with other International Schools, and integrating techniques and methods from professional developments such as QTEL. We have Ipads, Elmo document cameras, Starboards, Interactive projectors, and laptop carts in every classroom. We have Spanish books in the content area in every classroom. We have thousands of Spanish books for Spanish literature class. We have leveled texts in every class. We have adaptive software in Math, Spanish, and English. We use the Edu 2.0 learning management systems. All students have access to all materials at the appropriate level.

13b, We have all of the above in all ESL and content classes.

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

All our students participate in our language development/ESL program. All of our classes use the native language to support learning. Students use Spanish in cooperative groups. Teachers team teach in the content areas with Spanish language or bilingual teachers. Most of our faculty speak Spanish and English. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel.

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

We have 10 laptop computers, a document camera, LCD or interactive projectors in carts in each room. We also have 6 carts with 15 ipads

in each.

All students take Spanish literature classes each year as part of our core curriculum, math is taught in Spanish for 9th and 10th grades, the math teachers, who are bilingual, team teach with the science teachers in the 9th and 10th grades at least 3 periods per week, and the Spanish NLA teacher team teaches with the history teacher for 9th and 10th grades at least 3 periods per week.

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

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

We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. Our students take Regents exams at the end of Regents classes, with Integrated Algebra at the end of 9th or 10th grade, global history at the end of 10th.

Students take Living Environment, U.S. History, Geometry and English Regents exams in 11th grade and Earth Science in 12th.

Our content learning outcomes are aligned with state standards for the grade level, and students work at the Common Core outcomes at increasing levels as they become more proficient in English. The use of the native language and native language texts ensure that all students have access to grade level materials.

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

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

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

We have an orientation program for the first days of school that helps new students learn about the school and all 9th and 10th graders are integrated in a Junior Institute to help the new students learn about the school from their peers.

17. What language electives are offered to ELLs?

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

School with Dual Language Programs (page 5)

N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

Assistant principal receives professional development through the Internationals Network for Public Schools and the CFN on such topics as data, coaching, and creating a professional learning environment.

We don't have a bilingual/ESL coordinator, since that's our whole school. The assistant principal and principal serve in this capacity and receive professional development through the CFN and the OELL.

Subject area teachers receive professional development as described above.

We have no paraprofessionals.

ESL teachers receive professional development as described above. We also have a dedicated ESL coach and a coach from the NYC writing project who works with the ESL teachers.

Guidance counselors receive professional development through the CFN and by attending conferences.

3 History teachers participate in the Teaching American History Grant.

We have a coach from the EASL institute who works with teachers monthly on developing learning outcomes.

Special education teacher receives PD as above and through the network.

We don't have a psychologist or speech therapist.

Secretary receives PD through the CFN

Parent coordinator receives PD through OFEA, the CFN, and the Internationals Network for Public schools.

2. What support do you provide staff to assist ELLs as they transition from one school level to another?

We send our guidance counselors to professional developments throughout the city and conferences to help them learn about credit accumulation, assistance for students coming from middle school, and college counseling. Our teachers participate in college guidance programs and our CFN provides support on dealing with the socio-emotional needs of new students.

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

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

E. Parental Involvement

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

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

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

Workshops include:

1. How to fill out the Lunch Application
(Como llenar el formulario de almuerzo)
2. How to talk to my children of contraceptive methods (Como hablar con sus hijos acerca de los métodos anticonceptivos)
3. How to prepare my child for college entrance (Como preparar a mi hijo (a) para el ingreso a la Universidad)
4. How to create an E-mail address (Como Crear un Correo Electrónico)
5. How to use ArisParent Link tool (Como usar Aris Parent Link como ayuda)
6. What are my duties with my child's education?
(Cuales son mis deberes con la educación de mi hijo)
7. Introduction to Microsoft (Taller de computación conocer partes claves: Monitor, Raton, Teclado, Memoria y Extensión de electricidad)
8. How to identify gangs and whether my son (a) is part of them
(Como Identificar a las Pandillas y saber si mi hijo(a) hace parte de ellas)
9. What are my duties to my child's education?
(Cuales son mis deberes con la educación de mi hijo)
10. How to help my children with the school's homework (cómo ayudar a mis hijos con las tareas de la escuela)

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

Through a grant from Deutsche Bank, we have been conducting early college readiness workshops for parents and students. We have had several workshops on topics relevant to the parents of our students to help them learn about the U.S. educational system and hope to increase our offerings in the current year. Additionally, our partnership with SOBRO has provided social support to some of our parents. We also partner with LYHEP (Latino Youth for Higher Education Program) to provide workshops to parents on ESL, Computer Literacy, and College awareness.

3. How do you evaluate the needs of parents?

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

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

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

1. How to fill out the Lunch Application
(Como llenar el formulario de almuerzo)
2. How to talk to my children of contraceptive methods (Como hablar con sus hijos acerca de los métodos anticonceptivos)
3. How to prepare my child for college entrance (Como preparar a mi hijo (a) para el ingreso a la Universidad)
4. How to create an E-mail address (Como Crear un Correo Electrónico)
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(Cuales son mis deberes con la educación de mi hijo)
10. How to help my children with the school's homework (cómo ayudar a mis hijos con las tareas de la escuela)

Also, College workshops through SOBRO and with a college counselor funded by a grant from the Helmsley foundation.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										82	86	24	0	192

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										10	45	57	9	121
Advanced (A)										2	6	10	3	21
Total	0	0	0	0	0	0	0	0	0	94	137	91	12	334

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										16	53	8	0
	I										16	52	43	3
	A										5	15	18	9
	P													
READING/ WRITING	B										29	58	12	0
	I										9	53	53	8
	A										3	6	10	4
	P												2	0

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

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

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	40	0	19	0
Integrated Algebra	24	103	15	34
Geometry	10	4	9	2
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	36	18	14	10
Physics	0	0	0	0
Global History and Geography	18	11	4	5
US History and Government	20	25	10	8
Foreign Language	0	41	0	41
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	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 Test)	23	103	93	50				
Chinese Reading Test								

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

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

1. We use computerized baseline assessments in reading and writing in English and Spanish to assess the basic literacy skills of our students. For those who appear to have difficulties with reading and writing in Spanish, further assessment is done using the Leamos or RIGOR program assessments. These assessments show that at least 30% of our students are at least 3 years below grade level in Spanish. For this reason, we have structured targeted intervention classes 2 times per week for English or Spanish intervention, depending on student level and need.

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

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

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

4. As all of our classes are differentiated, students are given appropriate level exams in both Spanish and English. The students with higher level NL proficiency tend to progress more quickly than those with lower level skills. We use the ELL periodic assessments to see which students need additional intervention, especially prior to taking the Regents exams. We are learning that it is crucial to build NL skills in order to assist students in acquiring English.

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Pan American Int'l HS @ Monroe

School DBN: 12X388

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bridgit C. Bye	Principal		11/30/11
Elisabeth Levi	Assistant Principal		11/30/11
Daira Olivero	Parent Coordinator		11/30/11
Lindsey Maehlum	ESL Teacher		11/30/11
Alfredo Baque Zavala	Parent		11/30/11
Jessica Kelly / Social Studies	Teacher/Subject Area		11/30/11
Benjamin Pisciotta / Science	Teacher/Subject Area		11/30/11
Rona Armillas	Coach		11/30/11
	Coach		
Thomas Erickson	Guidance Counselor		11/30/11
Cyndi Kerr	Network Leader		11/30/11
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12x388 School Name: Pan American Int'l HS at Monroe

Cluster: Rello-Anselmi Network: 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.

All parents are asked at the time of admission and through the home language survey at the beginning of the year, what language they prefer to receive communications in. We have determined through these documents that all of our parents speak Spanish. As a school that only accepts recently arrived LEP students from Spanish speaking countries all of our parents speak Spanish. Some additionally speak English, but for 100% of our students Spanish is their first and home language. This being the case, the methodology we use to assess our written translation and oral interpretation needs is to speak to our parents in Spanish at all times, hire bilingual Spanish speaking support staff and guidance counselors, and have the principal and others with the facilities to do so, translate everything into Spanish, and to send everything home in both Spanish and English. All meetings at the school are run in Spanish.

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

After analyzing our home language survey forms we found that 100% of our parents and families prefer communications to be in Spanish both in writing and orally. We also determined this because our school only accepts recently arrived English Language Learners who come from Spanish speaking countries in South America, the Caribbean, Central America, North America and Europe. The people from these countries speak Spanish. Findings were reported at the 1st PTA and SLT meetings, and at these meetings it was determined that all meetings at school would take place in Spanish. No translation not interpretation is needed because the principal, assistant principal, parent coordinator, 2 guidance counselors, support staff and much of the faculty speak Spanish as a first or second language.

Part B: Strategies and Activities

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

All documents and information from the school are provided in Spanish and English. All written communication is translated by the secretary, principal, parent coordinator, or guidance counselor. All meetings are held in Spanish. All communications with the parents are held in Spanish. Whenever a mailing, letter, etc. is sent out, it is sent out in both Spanish and English, everything is written in the two languages automatically. In-house staff is able to take care of all the written translation and interpretation needs of the school.

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.

All meetings with parents are conducted with a Spanish speaking staff member present. No interpretation services are needed as there are enough members of staff and faculty available at the school to hold all meetings and conversations in Spanish.

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>.

All documents are provided to parents in Spanish and English. All meetings with parents are conducted with a Spanish speaking staff member present.