



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PAN AMERICAN INTERNATIONAL HIGH SCHOOL

DBN: 24Q296

PRINCIPAL: MINERVA ZANCA

EMAIL: MZANCA@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Minerva Zanca	*Principal or Designee	
Peter Lamphere	*UFT Chapter Leader or Designee	
Juana Abreu Cespedes	*PA/PTA President or Designated Co-President	
Lissette Burgos	DC 37 Representative, if applicable	
Jamelyn Consuegra Cynthia Ozoria	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Arnaldo Arcantara	Secretary	
	CBO Representative, if applicable	
Lourdes Gonzalez	Member/Teacher/Chair	
Jeanine Benitez	Member/Teacher	
Enrique Andrade	Member/PA Vice President	
Solange Peguero	Member/Parent	
Isabel Nunez	Member/Parent	
Fernando Molano	Member/Parent	

	Member/	
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** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

: **QR 3.1.** Goal-setting and effective action planning at the school level, including professional development planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improves teacher practice across classrooms.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader’s vision

_____ 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

School Leadership Practices and Decisions 2.5: The school leader and other school administrators use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members.

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By August 2013, the overall student academic progress, as demonstrated by an increase in the Regents passing rate, resulting from goal setting and effective action planning at the school level.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- Administration will perform mini observations, as well as full period formal and informal observations to provide ongoing feedback to teachers throughout the year.

- The Principal and Assistant Principal will meet with the teachers for a goal setting/refining conference where teachers target a goal area based on a research based teacher effectiveness rubric and target action steps and measureable evidence of the goal.
- The administration and teacher team leaders will meet with content area teams to review student and school data and design interventions for targeted students.
- Each teacher will participate in a minimum of two classroom intervisitations with reflections; receive feedback on their goal through formal observations and informal observations and mini observations.
- The CFN and a coach from the Teacher Effectiveness Project will accompany administration on informal mini observations, using a research based teacher framework
- Teachers will participate in on site PD that will engage them in different elements of the teacher framework and how it applies to improving their practice.
- Individual teachers will meet with the Internationals coach; Earth Science Coach, Teacher Effectiveness Coach and the CFN's Achievement Coach to discuss customize teacher practices and instructional strategies that target needs identified by school data.
- Teachers will meet every Wednesday afternoon with their interdisciplinary instructional team or content area team to discuss best practices, analyze student data, develop instructional strategies and, or collaborate on these instructional practices.
- Math and Humanities teachers will participate in QTEL training and engage in intervisitations with the teachers from PAIHS Monroe in order to share best practices and provide one another with feedback and next steps for improvement of instructional practices.
- Teachers will join PAIHS Monroe for a full day PD on scaffolding and differentiation for ELLS.
- CFN staff will support teacher development through on site PD, off site PD, instructional rounds, teacher team coaching, and principal coaching.
- All teachers participate in end of year goal reflections in June.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

- Teacher Trainee per session will be provided for teachers that attend after school external PD focused on ELL instruction (Title I-P/F Supporting Great teachers). 3 hours x 25 teachers x \$22.86 (Per Session Teacher Trainee rate with fringe) x 2 sessions
- Teacher per session will be provided for Saturday Academy instruction designed to support students' academic progress. (Title I Priority/Focus Funds) 4.5 hours x 8 teachers x \$50.19 (Per Session Teacher rate with fringe) x 15 sessions
- Teacher per session will be provided for Before School and Extended Day instruction designed to support students' academic progress. (Contract for Excellence, Title I Priority/Focus) 2 hours x 10 teachers x \$50.19 (Per Session Teacher rate with fringe) x 118 sessions

- Supplies to maintain and support Extended day program. (Contract for Excellence).
- Training fees paid for teachers to attend ELL training, such as QTEL (Title I-P/F Supporting Great teachers).
- Teacher per session will be provided for a group of lead teacher that help to facilitate and coordinate interdisciplinary and content area teacher teams (Title I-P/F Supporting Great teachers). 4 hours x 5 teachers x \$50.19 (Per Session Teacher rate with fringe) x 10 sessions
- Hiring Internationals Coach one day a week to work with individual teachers and content area teams in order to mentor teachers in strategies that build instructional strategies for ELLS (Title I-P/F Supporting Great teachers).
- CFN Achievement coach meets with teacher teams one day a week to look at student work.
- Funds to pay for offsite PD registration fees that form part of teachers' action plans to meet their instructional goals for the year (Title I- 10% Professional Development).

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Discipline teams will look at item analyses from January Regents, student portfolio assessments and student work from December administration of CCLS-aligned formative assessments, and have created next instructional steps.
- Network instructional specialist will support administration, discipline leads, and teacher teams to look at student and teacher work, as resulting from portfolio assessments and CCLS-aligned formative assessment tasks.
- Data Specialist will support analyses of Regents data.
- Network achievement point will engage data specialist on key scheduling/programming issues.
- Data and instructional specialist will co-lead administrative and teacher leader meeting to inform teachers of student data.
- Instructional specialist will engage network HR specialist as needed.
- Leadership Academy coach supports principal with data analyses.
- Network instructional and data specialists will work in concert to engage administrators on key scheduling and programming issues and make schedule adjustments.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

QR page 5: Align the school's curriculum to key standards in order to produce tasks that support students' cognitive development. (QR 1.1)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Tenet 3: Curriculum Development and Support: 3.3 Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content. Our students will be exposed to eight common core aligned units during 2012-2013 school year.

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Implementation and infusion of Common Core Standards into the Curriculum. ELA/ESL, Social Studies, Math and Science Teachers will incorporate two units from the Common Core Standards into their curriculum as evidenced in daily written lesson plans by June 2012, in order to prepare students for career and college readiness.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Instructional strategies/activities: Describe research-based strategies and activities that will be used to achieve this goal.

- Teachers at PAIHS will continue to meet with CFN and Internationals support staff to receive individualized professional development on the methods by which the standards in the CCLS can be implemented and assessed in the current school major subject area curriculum.
- Humanities, Math, Social Studies and Science teachers will create and/or implement two literacy based units as part of our participation as described in the 2012 Citywide Instructional Expectations.
- The core content teams will hold consistent departmental meetings in which they develop a plan of action for implementing the standards in the CCS.
- The administrative cabinet will conduct weekly informal and formal observations of teachers to ensure that they are efficiently implementing the standards of CCS.
- Math teachers will attend CFN, as well as QTEL Math workshops that focus on alignment of math units with CCLS
- Teachers and CFN support will participate in a weekly Critical Friends Group which will review a CCLS aligned unit. These teachers will identify, review, and discuss ways in which the common core learning standards can be implanted in their curriculum; during these meetings, the teachers will collaboratively assess the efficacy of the teacher's implementation of these.
- The administrative cabinet will research and review relevant readings – terms of books and articles – on strategies to augment parent involvement in high school.
- All teachers will participate in bi monthly onsite Common Core PDs that focus on skill development, curriculum evaluation and design, and instructional strategies that strengthen critical and higher order thinking and rigor.
- Administration and department chairs review revised units based on state assessments and standards and give teacher feedback.
- Student work will be analyzed using a rubric to determine weaknesses and gaps in students' skills needed for success with common core work.
- Teachers will submit monthly curriculum maps on ATLAS, schools' curriculum management tool, that demonstrate alignment to common core standards.
- Teachers will integrate technology into instruction in order to provide opportunities for students to develop literacy, numeracy, as well as technology skills. (Title III)
- Teachers will provide audio/visual programs, such as Rosetta Stone, after school to help students increase language skills. (Title III)

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Budget and resources alignment

- Teacher Trainee per session will be provided for teachers to meet in disciplines and teams after school to receive training on curriculum mapping and planning (Title I-P/F Supporting Great teachers, FSF)) 3 hours x 5 teachers x \$22.86 (Per Session Teacher Trainee rate with fringe) x 4 sessions
- Providing opportunities in the schedule for teachers to have common planning prep time.
- Teacher per session will be provided for teachers in content area teams to design tasks, assess alignment to CCLS, gather grade data, analyze data, and plan instructional interventions. (Title I-P/F Supporting Great teachers, FSF) 4 hours x 9 teachers x \$50.19 (Per Session Teacher rate with fringe) x 10 sessions
- Providing registration and participant fees for external PDs that train teachers on CCLS. (Title I- 10% Professional Development).
- All monies related to professional development (such as highly qualified funds on galaxy, etc.)
- Training sessions will also be conducted during the school day on Wednesdays, in department meetings, teacher team meetings, faculty conferences, and on all day professional development workshops days (first day of school, November PD, January PD, and in June on Chancellor's Conference Day).

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Tutoring services federally funded-provided with a focus on struggling Subgroups such as Hispanic and SWD.
 - Internationals Network for Public Schools PSO support
 - Network CFN 106 support
 - Curriculum Mapping on Atlas
 - CCLS aligned unit review by teachers and Network Achievement Specialist in Critical Friends Group

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

(QR p. 5) 1.2: Deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at their level including effective questioning that elicit higher order thinking and extends learning.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Tenet 4: Teacher Practices and Decisions: 4.3: Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

75% of Teachers will use instructional practices based on the Internationals Model that are systematic and explicit based on sequential lesson plans aligned to the common core learning standards and differentiate on a daily basis to meet the needs of our ELL students.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

- Professional Development Workshop Conference with Internationals Network throughout the year.
- Professional Development Workshop Conference for Curriculum Development with Curriculum Specialist and Educational Consultants on an ongoing basis. (Title I Priority/Focus Funds)
- Work with International Coach once a week planning, inter visitations, and modeling lessons.

- Work with CFN achievement Coach once a week planning, inter visitations, and modeling lessons.
- Targeted professional development for curriculum planning and literacy integration 1x per week.
- Weekly meeting times for interdisciplinary teams to share academic outcomes and curriculum.
- Curriculum maps completed and posted on ATLAS two weeks prior to the implementation of the unit.
- Lesson plans will be submitted after formal and informal observations for a review with administration team.
- Dedicated meeting times for departments and interdisciplinary teams.
- Teachers will review cast.org and discuss ways to provide students with different points of access to instruction.
- Teachers will meet in content area meetings to analyze student data – in the form of student work samples in particular – to identify problem, derive instructional strategies to address those issues, and develop evaluative data tools to assess the efficacy of the strategies they are implementing.
- Teachers will be provided and will read relevant articles and information on differentiation and its application to classroom instruction.
- All Teachers will join PAIHS Monroe for a full day PD on scaffolding and differentiation.
- Humanities and Math Teachers will attend a series of QTEL Professional Development in order to develop scaffolded materials and curriculum that provide differentiated instruction to the various learners.
- All teachers will help students develop their critical thinking skills by incorporating various level 3 and level 4 questions into their lessons utilizing the Depth of Knowledge rubric, which requires students to talk to one another about what they are learning, and how to research possible answers, taking care not to formulate questions that require students to simply recall information.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

- Teacher Trainee per session will be provided for teachers to meet in disciplines and teams after school to receive training on curriculum mapping and planning (Title I-P/F Supporting Great teachers, FSF) 2 hours x 25 teachers x \$22.86 (Per Session Teacher Trainee Rate with fringe) x 2 sessions
- Providing opportunities in the schedule for teachers to have common planning prep time.
- Providing registration and participant fees for external PDs that train teachers in DI and ELL strategies (Title I- 10% Professional Development).
- All monies related to professional development (such as highly qualified funds on galaxy, etc.)
- Training sessions will also be conducted during the school day, on Wednesdays, in department meetings, teacher team meetings, faculty conferences, and on all day professional development workshops days (first day of school, November PD, January PD, and in June, on Chancellor’s Conference Day).

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Internationals Network for Public Schools and CFN 106 train PAIHS teachers in scaffolding and PD on an ongoing basis
 - Teachers receive weekly coaching and Targeted PD on the Internationals Model from an Internationals Network Coach
 - Math and Humanities teachers attend the QTEL series of PD in order to address the needs of ELL students
 - Humanities teachers partner with the teachers at PAIHS Monroe for a series of cross-campus inter-visitations in order to exchange best practices

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Recommendation #5: 2011-2012 School Progress Report, page 2. The following indicators were reviewed and highlighted as priorities for school: Student progress, Student performance and Student attendance. School leader provides time and space for discussions and support plans to be created for academic, social and emotional well being of all students.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

5.5: Student Social and Emotional Development: The school leader provides time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, and students can become academically and socially successful.

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To provide targeted support and services, both academic and social/emotional to ELL, SETSS, and SWD children and their families – resulting in an increase in academic outcomes as evidenced by 11th and 12th grade data, and a decrease in behavioral problems as evidenced by fewer number of referrals within each population by June 2013.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

- PAIHS will provide targeted and professional development and training for the staff around relevant and appropriate SETTS and SWD issues
- The SETTS teacher will provide targeted intervention for designated areas of need (one on one and small group skills instruction, decoding strategies and fluency building programs during pullout sessions).
- The SETTS teacher, general education teacher and related service providers will create and carry out behavior intervention /modification plans for those SETSS students struggling socially or emotionally in the classroom.
- All students will be provided with translated documents for key pieces such as reading logs and goal-setting contracts (both academic and social/emotional). A student may complete these documents (including Math Journals) in his or her native language until he or she is fluent enough to write in English.
- Bilingual staff will ensure that all school notices are translated into native languages (primarily Spanish) and that online messages are posted in both English and Spanish.
- A 15-week Saturday program will be offered to students to help them reach proficiency in core ELA skills – as demonstrated by their results on the NYSESLAT exam.
- PAIHS will make interpreters available for all parent workshops that take place during the 2012 – 2013 school year – this includes Back to School Night and Parent/Teacher conferences.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

- Full time SETTS teacher (FSF)
- Additional guidance support will be offered to all ELL and SETTS students, incorporating use of Title III funds
- Smaller class sizes
- Programming to extend the day from 7 to 8 periods and provide students with additional opportunities to accumulate credits. (TL Fair Student Funding)
- Block scheduling and project based instruction

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Guidance Counselors, Social Worker and Community Workers support students in addressing their social-emotional needs so they can be more attentive to their academic work.
- Teachers volunteer to supervise Conflict Resolution during a specific period. Staff members make referrals for Conflict Resolution students find amicable solutions to disagreements with their peers.
- Students in the senior institute spend their afternoons, during the spring term volunteering in hospitals, community representatives' offices, and local businesses as part of their required internship hours. As a result, they learn to become socially responsible, while learning to advocate for themselves, as well as their communities.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

QR 3.3 p.6: The administration shared the results (of school-wide self evaluation of the principal) with the school leadership team, who in turn, used the results to set school-wide goals. These goals were not communicated to the parents. This lack of information for parents doesn't not enable them to support the on-going work of the school community.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- | | |
|---|--|
| <input type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Family and Community Engagement: 6.2 The school community proactively cultivates trusting and respectful relationships with diverse families and community stakeholders

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, parent participation and involvement in school-wide activities will increase by 10% (as compared to the data for 2011-2012 PTC conferences. These activities will include school-wide meetings, celebrations, parent classes, and other meetings.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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.
- In conjunction with the assistant principal and the principal, the parent coordinator will create and disseminate a monthly bulletins and notices to all parents, informing them of both current information they need to know to support their child's education and information on upcoming events, meetings, etc.

- PAIHS’s parent coordinator-during the summer and at the very beginning of the school year-will initiate contact with all 9th grade parent/guardians to introduce herself and personally invite them to the future events of the school.
- PAIHS will create a special link on its website to provide information for parents regarding parent-related activities and upcoming events, meetings, celebrations.
- The administration and teachers, as well as representatives of the student body, will engage in meetings with parents to discuss methods/strategies/etc. for increasing parent involvement.
- PAIHS will assign its community workers the duty of calling parents (on a daily basis) to notify them of information regarding their child – e.g. absence and cutting, behavior, and mandatory tutoring sessions and regents and graduation requirements.
- The school will create a streamlining system – to be coordinated between the security personnel, the attendance coordinator, the community workers, teachers, the guidance counselors and the assistant principal, et. Al – to ensure that PAIHS has the most accurate parents contact information. All aforementioned personnel will provide the most recent parents contact information to the community worker who will place this information on ATS. Students who do not have recent parental contact information will be brought to the office and required to provide this information.
- The parent coordinator and PA President will work in tandem to provide once a month training workshops that are topical, “interesting”, and applicable to parents. These meetings will provide incentives (such as raffles, community building activities, etc.) to attract and interest parents in coming to these workshops.
- Promote parent involvement in school decision-making groups such as the SLT which oversee the school’s academic program.
- Conduct parent workshops on topics that will help parent support their children’s academic success such as understanding curriculum and assessment expectations under CCLS.
- Provide written periodic progress reports that inform parents of ongoing academic progress of their children.
- Use the school planner that promotes written communication between teachers and parents on assignments, assessments, and progress

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

- Title I
- NYSTL and Library Book Money (where applicable)
- Parent Coordinator Funds
- Parent Coordinator

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Jupiter Grades, an online grading system allows 100% of parents to be registered in an online data portal that will provide them with access to their child's academic records, attendance and direct communication with classroom teachers and administration.
- CIANA, Meet the Road, (CBOs) providing academic intervention, counseling services, and college prep.
- Creation of planners and guides to help the parents support their children with school work at home. These materials are distributed to all parents and are used during meetings with the students and guardians (Title I- P/F: Parent Engagement).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>All students in grades 9-12 receive tutoring opportunities, before and after school, as well as on Saturdays, for additional support, in order to build their literacy skills and improve their ability to participate and complete homework and projects in all of their content area classes.</p> <p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Credit Recovery-afterschool and Saturday support to help students earn credit by meeting required seat time and doing appropriate work.</p>	<p>Students' language is developed in all content areas classes and via after-school programs, which emphasize cooperative learning and verbal interaction with peers. After-school programs include Explorer's Club, Theatre, New York Cares, Homework Help, College Now and College Focus.</p> <p>Small group & one-on-one tutoring</p> <p>Professional development with staff that trains educators and teaching teams around student support</p> <p>Differentiated programming throughout a lesson in a class.</p>	<p>All students who require extra support for the ELA exam receive after-school and Saturday Regents prep. After school class is 2 days per class.</p> <p>All students will be focus of targeted instruction, differentiated instruction, and/or AIS.</p>
Mathematics	<p>As with English, students in grades 9-12 receive tutoring opportunities after school, during school, and on Saturdays. Students also receive tutoring for one hour before school.</p>	<p>Students' language is developed in all content areas classes and via after-school programs, which emphasize cooperative learning and verbal interaction with peers.</p> <p>Small group instruction, individual</p>	<p>All students who require extra support for the Integrated Algebra Regents exam receive before –and after-school and Saturday Regents prep. After school class is 2 days per class.</p> <p>All students will be focus of targeted</p>

	<p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Credit Recovery-afterschool and Saturday support to help students earn credit by meeting required seat time and doing appropriate work</p>	<p>tutoring</p> <p>Professional development with staff that trains educators and teaching teams around student support</p> <p>Differentiated programming throughout a lesson in a class.</p>	<p>instruction, differentiated instruction, and/or AIS.</p>
Science	<p>Students in need of additional time and support for science receive tutoring during after school and on Saturdays</p> <p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Credit Recovery-afterschool and Saturday support to help students earn credit by meeting required seat time and doing appropriate work.</p>	<p>Science skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school and Saturday opportunities are offered for students who need additional support in completing mandated Regents lab experiments.</p> <p>Small group & one-on-one tutoring</p> <p>Professional development with staff that trains educators and teaching teams around student support</p> <p>Differentiated programming throughout a lesson in a class.</p>	<p>All students who require extra support for the Living Environment exam receive after school Regents prep.</p> <p>All students will be focus of targeted instruction, differentiated instruction, and/or AIS</p>
Social Studies	<p>Students in need of additional time and support for social studies receive tutoring during after school and on Saturdays.</p> <p>Small group & one-on-one tutoring</p> <p>Professional development with staff that trains educators and</p>	<p>Skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school and Saturday opportunities are offered for students who need additional support</p> <p>Small group & one-on-one tutoring</p> <p>Professional development with staff</p>	<p>Students who require additional preparation for the Global Studies and United States History Regents are offered after-school or Saturday review classes.</p> <p>All students will be focus of targeted instruction, differentiated instruction, and/or AIS</p>

	<p>teaching teams around student support</p> <p>Differentiated programming throughout a lesson in a class.</p>	<p>that trains educators and teaching teams around student support</p> <p>Differentiated programming throughout a lesson in a class.</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling</p> <p>Students who need individual or group counseling services are provided these during their elective periods, lunch, and gym.</p> <p>Guidance counselors and social worker meet in individual sessions with students who exhibit at-risk behaviors, while also meeting with and advising families on free options for more in-depth counseling outside of school.</p> <p>Counselors also meet with teachers weekly to help develop strategies to support at-risk students in class</p> <p>Provided by guidance counselor, social workers, and teaching staff, including condom availability</p> <p>and individual counseling on health-related issues.</p>	<p>One-to-one</p> <p>Students who are exhibiting at-risk behaviors or are having difficulty adjusting to school meet individually or in small groups with their counselors, or the school social worker.</p>	<p>During school day</p> <p>School Social Worker and Guidance counselors provide social/emotional services to students during the school day.</p>

	<p>Health topics are also an integral part of the school's advisory program.</p> <p>School nurse also provides health-related services.</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Use best available resources for identifying highly qualified teachers: New Teacher Finder, word of mouth, NY Times, open-hire, etc.
- Construction of Interview Questions to elicit the characteristics of a highly qualified teacher.
- Employ a 3-step interview process: 1) Preliminary Phone Interview; 2) Interview with AP to winnow out potential candidates; and 3) Interview with Principal
- Demo-lesson with analysis of lesson plan construction and delivery of instruction
- Analysis of Teaching Portfolio to determine teacher's strengths and areas for improvement
- Post opportunities for graduate content classes and encourage ESL teachers to become dually certified in a content area. (Title I)
- Post opportunities for graduate content classes and encourage core content teachers to become dually certified in ESL (Title 1)
- Continue to build on our professional learning community of highly qualified teachers by providing opportunities for collegial conversation in staff activities such as Critical Friends Group and Lunch and Learns.
- Coordinate PD that focuses on the latest and most relevant research for our population.
- Outreach to principals in the network to find potential candidates for teaching positions that become open.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

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

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

D. School Demographics

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

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

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

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

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

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS and ELL Program Selection Form	Patricia Galoppo	Guidance Counselor
LAB-R	Krista Correa-Baer	Licensed Spanish teacher
Formal initial assessment in literacy, math, English	All classroom teachers	Licensed ESL and/or content area teachers

All ELLs, as identified in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. We utilize the data that is provided by the DOE of our schools prior year's NYSESLAT results to determine eligibilty and movement among all of our ELL students. This data is further desiminated by the school data specialist and Assistant Principal, Anthony Riccardo, to target specific areas of student academic weaknesses. The NYSESLAT is administered school wide across two testing days due to the large amount of students taking the exam, approximately 350 students. For the Speaking portion of the exam, it takes place over the course of the

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

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

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

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

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

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

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

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

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

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

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

If all Program Selection forms have not been submitted by the end of September, individual calls, by the parent coordinator are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.

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

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

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

Spanish.

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										87	83	79	89	338
Push-In														0
Total	0	0	0	0	0	0	0	0	0	87	83	79	89	338

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different text and share their knowledge orally, then collectively answer question about the material presented through all of the text.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.
- Community Engagement – all students participate in community projects that engage them in social action projects with communities that speak their own native language as well as non-Spanish speaking communities. This helps to strengthen and motivate their language development as it is applied to a real world connection.
- Native Language Arts classes – All of students take one Humanities class in their native language (Spanish). This not only continues to strengthen their academic language skills in their native language but also strengthens their English skills.

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?

Teachers use texts in content areas that are adapted for ELL access as well as Spanish versions of text. All curriculum is aligned with the NYS high school performance indicators, the Core Curriculum, and currently we are working on implementing the Common Core standards throughout Math, ELA, Social Studies, Science, and NLA. For these students in particular, they receive additional support through a dedicated Special Education teacher that speaks their native language. Those student receive instruction depending on the academic support that child requires. We make every possible arrangement to have the student attend classes in the least restrictive environment. The Special Ed. teacher, Andrew Cameron has the flexibility to either push into classes or pull students out into a small group setting.

Content teachers translate curriculum materials into Spanish for students at beginner levels of English.

Literacy teacher pushes in to content area classes to provide additional support to ELL students as well as provides small group instruction
Special Ed teacher pushes into content area classes as well as provides additional small group instruction to students

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

A Spanish speaking Literacy teacher pushes in to content area classes to provide additional support to ELL students as well as provides small group instruction.

A Spanish speaking Special Ed teacher pushes into content area classes as well as provides additional small group instruction to students. Whenever possible students are placed in the least restrictive environment.

A. Programming and Scheduling Information

All students are block programmed and heterogeneously mixed to provide students at varying degrees of English ability to work collaboratively and support each other's learning.

All curriculum provides additional scaffolds that allow for access to curriculum for ELLs at all levels.

Teacher teams of ELL teachers meet on Wednesday afternoons to plan curriculum, monitor student progress, and plan interventions for ELL students.

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:				
Math:				
Science:				

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

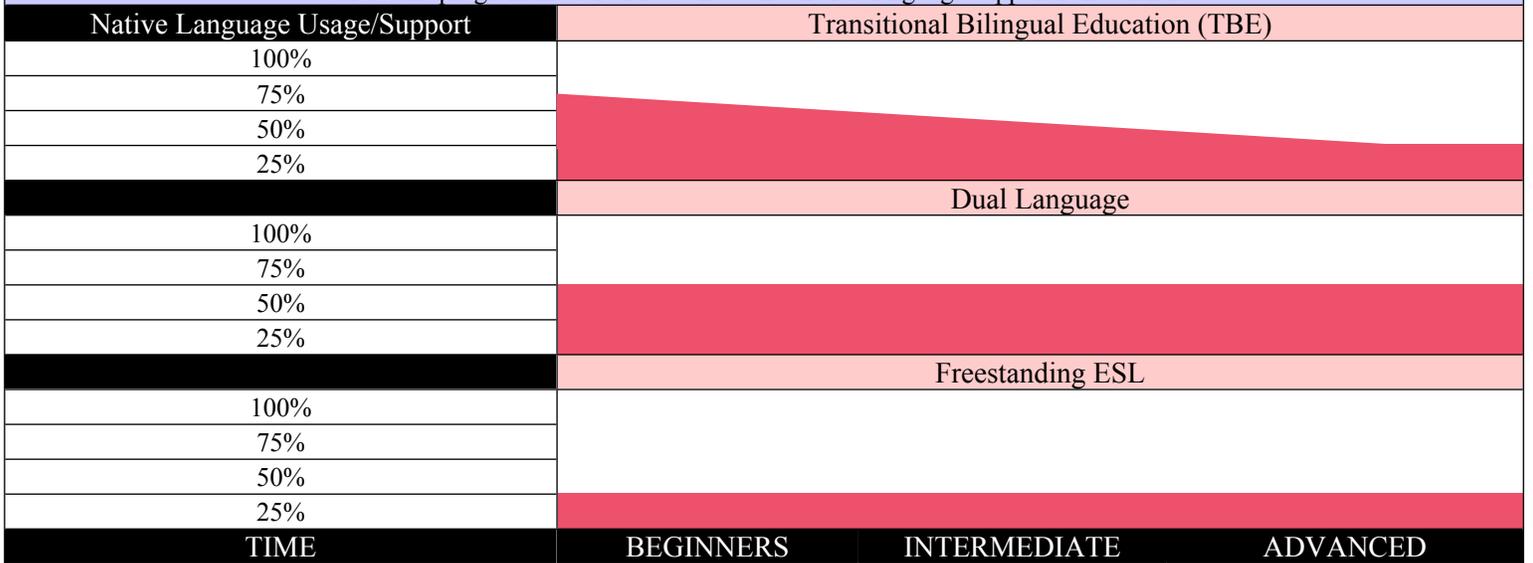
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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 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.

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

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

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

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

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

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

Based on our students' performance on the Regents, NYSESLAT, and our DYO formative assessments from the prior school year, we have seen a pattern where students are struggling with their writing skills. We have incorporated a teacher mentor from the NYC Writing project to work with our staff to develop curriculum on supporting our students in particular.

We will also be utilizing the follow initiatives to support current and former ELLs in our school:

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

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

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

No programs or services are being discontinued this year.

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

Attendance in any program in the school is designed for ELL access, whether they are a current or former ELL. All the scaffolding and instructional strategies used for our population remains the same in all our programs across the school. Since more than 90% of our students are ELLs, all school programs are "equal access." Our school caters to ELL so all of our services are provided with that considered.

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

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

The funding for all of our ELL programs come from Title funding, Fair Student Funding and Network funding. We are a schoolwide Title school.

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

Our students share a common language which allows us to purchase most of the instructional materials in both English or Spanish, whichever is appropriate. Textbooks, classroom libraries, and media are available in both English or Spanish. For our NLA classes, students materials are entirely in Spanish.

Teachers also incorporate the following technology to enhance and scaffold lesson for ELLs.

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

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, Spanish, to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel. All classroom materials are provided in both English and Spanish. Students have access to teachers that speak their native language.

All of our students are Spanish speakers and they all take Spanish every semester for the first two years of school. The Spanish teacher is part of the student's interdisciplinary instructional team and meets with the students in the same blocks as they are in for their other classes for approximately 220 minutes each week.

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. This is done through student assessments to determine levels and multiple leveled materials are available to 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 both English and Spanish. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

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

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

17. What language electives are offered to ELLs?

- a. Latino Cultural Awareness: This elective explores many different world cultures outside their own. Taught in both English and Spanish.
- b. Learning English through Music: This elective allows students to study different musical writing styles that they in turn use as

inspiration to write and perform their own song lyrics in English.

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

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

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

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

We provide a summer workshop for all incoming teachers to provide ELL training. Since our ELL population is so large, all professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. It focuses on the latest strategies, best practices, and research regarding the instruction of our ELL population. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of sixty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including inter-visitations, summer and Election day professional development, and a variety of inter-school project-based learning opportunities. Records of attendance at any PD, in-house or outside, is kept on file by the payroll manager in the teacher 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.

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

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

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

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

3. How do you evaluate the needs of parents?

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

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

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

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

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

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)										36	29	20	8	93
Intermediate(I)										25	25	35	36	121
Advanced (A)										10	5	10	12	37
Total	0	0	0	0	0	0	0	0	0	71	59	65	56	251

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

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

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

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

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

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

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

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
Chinese Reading Test								

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

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

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

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

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

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

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

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

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

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

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

follows

- o 9th Grade: 14.0%
- o 10th Grade: 8.4%
- o 11th Grade: 15.3%
- o 12th Grade: 10.4%

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

There are several discernible patterns across modalities. The first trend that we notice is that one of the last modalities that a student masters is writing. All content area teachers are incorporating more writing intensive projects. We also see that listening is one of the quickest areas to develop. The most crucial pattern we see is one of improvement – the vast majority of students do better on the NYSESLAT each year, showing that students’ language is developing as a result of the Internationals Approach employed at our school. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development in all content area curricula, which means increased professional development for all teachers in ways of doing so.

4. For each program, answer the following:

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

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

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

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

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

See part b above; no assessments done in the native language

5. For dual language programs, answer the following:

N/A

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

Currently our goal for the upcoming school year is a 65% graduation rate. The success of our program is measured through the analysis of a wide array of data sources, including:

- Course pass rate
- Regents pass rate
- Attendance rates
- Learning Environment Survey – student results

- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Graduation rate

Additional Information

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

Paste additional information

here

Part VI: LAP Assurances

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

School Name: Pan American International HS

School DBN: 24Q296

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Azeen Keramati	Other <u>UFT Chapter Leader</u>		12/1/11
Krista Correa-Baer	Other <u>NLA Teacher</u>		12/1/11
Andrew Cameron	Other <u>Special Ed Teacher</u>		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **1** Network: **CFN 106**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Pan American International HS	DBN: 24Q296
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 325
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 8
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Saturday Skills Academy: ELL students attend a Saturday academy that runs in two 12 week cycles, from February to June every Saturday from 9 AM to 1 PM, beginning in October until June for four hours each session. Two teachers (one of which is an ESL teacher) co teach with a content area teacher on a rotational basis. The ESL teacher develops interdisciplinary curriculum that is developed in conjunction with the other teachers. As the cross-curricular units are taught the ESL teacher will team teach with math, social studies, science and ELA teacher in order to provide more targeted assistance to the ELLs in the respective content areas through thematic units. Content area team teachers will co teach with the ESL teacher as determined by curricular planning. Students receive additional academic support to help advance their English language skills. This class is made up of predominantly low to intermediate ELLs. This class provides more individualized and differentiated support in acquiring the development of academic English which strongly connects to their success in academic content area classes. Students visit NY Hall of Science, Statue of Liberty and the Metropolitan Museum of Art as they connect with science and history classes. Students are required to complete assignments connected to their Title III class learning. Approximately 200 students are served through the Saturday program in grades 9-11 throughout the school year.

Before and After School Program: All 325 of our ELL students have access to attend before/after school classes that run every week from October to June for eight hours each week. Students can attend the Before school session from 7:30am-8:30am or the After school session from 3:30pm-4:30pm. These classes are in session on Mondays, Tuesdays, Thursdays, and Fridays. Two teachers (both of which are ESL teachers) each teach an after school class that focuses on additional support in all the major content areas, in particular, we offer help in ELA, Global and US History writing prompts, Living Environment, and Integrated Algebra I. Students are able to work on targeted areas of need such as literacy, numeracy, and English language development. The teacher assists students in completing assignments from other content area classes. One of these classes is targeted at providing additional support for the written components of the Global Studies Regents, and the other for the English language skills. Materials for this program will be purchased with Title III funds. These materials include supplemental books and supplies (card stock, poster boards, workbooks, and textbooks). In addition, both of these classes aim to increase students' achievement on the NYSESLAT in each competency area. Approximately 100 students are served through this after school class in grades 9-11. Although we fund other after school programs with other funding, these two classes are paid with Title III.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Weekly professional development meetings (from September to June, on Tuesdays, mid-month, from 3:30 to 4:30) are provided for all staff/teachers of ELLs by the Principal and the Assistant Principal, which will include the following topics:

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

In addition, additional professional development sessions are provided to support instruction for ELLs:

Monthly PD - Professional development (12 sessions, on the 3rd Wednesday of the month) led by administration (Principal and Assistant Principal) which focuses work on how to further adapt and scaffold curriculum based on the new DOE initiatives such as the Common Core Standards task and unit development and the use of Danielson's Framework for teaching, as well as sharing of best practices for ELLs.

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

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

International High Schools Inter visitations – in order to promote more intra-network dialogue, and

Part C: Professional Development

sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent Involvement Program: Parent program consists of a core PA program as well as a Parent Institute (the 3rd Tuesday of the month, from 5:00pm to 8:00pm, by a guidance counselor and an ESL teacher) which provides workshops for 20-25 parents in various areas such as adolescent development, supporting parents in academic intervention, teaching parents about college access, and guidance teen issues. All of our parents are Spanish speaking and very few speak English. Therefore these workshops are facilitated by at least one Spanish speaking teacher or guidance staff. The Parent institute will offer one workshop a month from October to June. The workshops will run for two hours each, from 5:00pm-7:00pm. The following topics will be discussed at the parent workshops: Deferred Action, College Readiness and Preparation, FAFSA guidance for families, Personal Finance class, Bullying, Drugs and Alcohol, Gang Activity, School Safety Procedures and Awareness, and Homework support. Title III money will fund per session for school staff (one teacher and one guidance counselor) that facilitate the workshops, refreshments for the meetings, Metrocards that will be provided to increase parent participation. In addition, to further support the work of the Parent Institute, we will fund a parent library that will consist of books in Spanish that tie to the topics covered in the workshops. This will further increase parent involvement as they become aware of the various ways they can be involved in supporting their child's academic success. Minimal materials will be provided to parents such as chart paper, colored paper, and photo paper which they will use during their workshops. In the Spring, we will support the Parent Association's Family Festival by providing staff and resources such as food and equipment, to deepen community relations.

LYHEP (Latino Youth for Higher Education Program) Partnership Program: Our partnership with LYHEP consists of parent support in the areas of college readiness and adult education on Saturdays from 9 to 12. This group of volunteers works with the families of our ELL students in a variety of ways. They provide college readiness workshops, tutoring, college trips, college fairs, technology education, career advisement, support with the college application process, and summer programs. They also provide classes for parents in adult ESL and computer skills. They also provide workshops for parents in financial literacy, college awareness and application preparation, and training in the DOE's procedures, assessments, and resources.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		