



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: PAN AMERICAN INTERNATIONAL HIGH SCHOOL**

**DBN (i.e. 01M001): 24Q296**

**Principal: MINERVA ZANCA**

**Principal Email: MZANCA@SCHOOLS.NYC.GOV**

**Superintendent: JUAN MENDEZ**

**Network Leader: CYNDI KERR**

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Minerva Zanca	*Principal or Designee	
Carlos Acevedo	*UFT Chapter Leader or Designee	
Nelson Maloney	*PA/PTA President or Designated Co-President	
Lisette Burgos	DC 37 Representative, if applicable	
Efrin Martinez Nicolle Mancebo Camille Rodriguez Nelson Maloney II Lily Guerrero Delmy Tobar Kevin Gomez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gilberto Gomez	Member/ PA Vice President	
Juana Abreu	Member/ Parent	
Maritza Castillo	Member/ Parent	
Earl Johnson	Member/Teacher/	
[Monika Garg]	Member/Teacher/[SLT Chairperson]	
[Enrique Andrade]	Member/Parent	
Franiana Sanchez	Member/ Student/SLT Secretary]	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 24Q296

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	367	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	2	# Music	6	# Drama	8
# Foreign Language	14	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	82.1%	% Attendance Rate		90.7%	
% Free Lunch	82.7%	% Reduced Lunch		3.6%	
% Limited English Proficient	91.6%	% Students with Disabilities		2.5%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		N/A	
% Hispanic or Latino	99.4%	% Asian or Native Hawaiian/Pacific Islander		0.3%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	0.2	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		6.6%	
% Teaching with Fewer Than 3 Years of Experience	10.7%	Average Teacher Absences		7.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	46.8%	Mathematics Performance at levels 3 & 4		37.0%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		41.6%	
6 Year Graduation Rate	60.0%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP

#### **Describe the strengths of your school's 12-13 SCEP.**

We were able to meet goals from 2012-2013 as listed in the summary below:

Overall the strengths of our 2012-2013 SCEP were significant. One of our main focus areas was to provide our ELL students greater access to curriculum that was common core aligned and would therefore help them become career and college ready. To this end, we made some strategic programming decisions and targeted Professional Development for our teachers to help them develop more rigorous instruction. As a new administration, with a traditional high school experience, coming into an Internationals school, which follows a specific project-based instructional model, we supported teachers with the use and implementation of the instructional model. The Internationals Model is a research-based instructional approach with 25 years of successful results in helping ELLs acquire English Language skills and academic success. Our parent participation rate continued to increase as evidenced by higher attendance in PA meetings, parent workshops, schoolwide events and parent teacher conferences. Our students received an array of academic and social-emotional support through guidance and academic interventions.

#### **Describe the areas for improvement in your school's 12-13 SCEP.**

We plan to maintain on-going activities to improve according to our most recent QR in the following areas:

Last year's SCEP was focused on improving the students' regents pass rate (Goal 1), improving teacher pedagogy and curriculum (Goals 2 and 3), and supporting the social emotional needs of our students and families (Goals 4 & 5).

Specifically:

1. Engage the support of the Internationals Network for Public Schools (INPS) and CFN, to provide all teachers a series of professional development workshops on improving student learning and increasing academic rigor through the implementation of instructional strategies of collaboration and higher order questioning. (4.1)
2. Provide PD opportunities, including school intravisitations with other Internationals schools, curriculum share/review, and observations to support teachers in their development of CCLS aligned curriculum to insure that students are college and career ready. 3.4
3. Increasingly teachers will understand and buy into expectations for meeting instructional goals that directly impact college and career readiness and post-secondary opportunities. (3.4)
4. Increase credit accumulation through academic social emotional targeted support services and academic intervention services. (3.4)
5. Improve parent participation in school wide events. (LES)

Due to a high teacher turnover, after a change of administration, the school leaders are helping to build capacity among our new teachers this year, all of whom are new to teaching, as well as to the Internationals Model.

**Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.**

In each goal, the following challenges were encountered:

Several challenges were met during the implementation of last year's goals by the new administration.

Initially, teachers were not accustomed to the practice of daily planning, and the cycle of ongoing observations and feedback. Helping teachers improve their practice required a shift in the culture, which occurred gradually with the help of the INPS and CFN 106 coaches. Poor attendance and lateness among teachers and the assistant principal were significant. This affected the effective implementation of our goals around CCLS aligned curriculum and an increase in regents pass rates. Additionally, the school operated with one less administrator during six crucial weeks in May and June. An ATR assistant principal replacement joined the school toward the end of June.

#1: -Increase Regents pass rate: teachers' inconsistent instructional time due to high teacher absences, and lack of correct programming negatively impacted regents' pass rate.

#2 & #3: -Implementation of CCLS into curriculum to prepare students for college and career  
 -Use of INPS Instructional Model  
 -Changing the culture around frequent observations and feedback was met with resistance, due to a lack of prior focus on teacher improvement practices.

#4 & #5: -Supporting social emotional needs of students and families: I needed time to restructure the entire guidance department and assign them specific roles and responsibilities to help support the social-emotional needs of students and families. One of the biggest barriers for last year was that it was a foundational year. The school did not have basic structures in place.

**Describe the degree to which your school's 12-13 SCEP was successfully implemented.**

Despite the challenges, there were positive changes. For each goal, the groundwork to meet the target was set and a significant amount of work and effort by stakeholders were implemented. Over 75% of teachers showed professional growth in CCLS-aligned curriculum writing, as evidenced by teachers' implementation of two CCLS-aligned units which culminated in a project. This came about with the help of professional development through CFN and INPS, increased observations, feedback, next steps and goal setting at the administration, teacher and student levels. Going forward, we will continue to provide teachers with individualized professional development, frequent observations, and classroom and school intravisitations. Family involvement and participation has continued to increase since last year.

<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>		<b>Yes</b>	<b>x</b>	<b>No</b>
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**If all the goals were not accomplished, provide an explanation.**

Two major hurdles that I uncovered and resolved contributed to the 2012-13 goals not having been fully accomplished. For the Fall of 2012, under the previous administration, students were only programmed for 6 courses per day, and not all of the classes were credit bearing. There were courses, for which there was no curriculum, on students' programs, among them guidance seminar, internship seminar and silent sustained reading. The credit that had been awarded for these courses had to be rescinded. In addition, when I began to review student transcripts, there were hundreds of errors discovered per grade, especially where the juniors and seniors were concerned. Students had been programmed for and passed the same classes two to three times, and in some cases were currently taking the classes again. This required a massive data cleanup with the removal of multiple credits for the same class, which in turn resulted in a significant amount of program changes, so that students could be placed in the correct classes that they needed to take to be on track for graduation. Several students who had been cleared for January 2013 graduation had to be informed by the administration that they had to return in the Spring 2013 term to

continue their education and thereby meet graduation requirements. Parents were asked to meet with the Principal, and some students who had already returned to their countries, believing they had graduated, had to come back to our school to re-enroll in high school.

<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	<b>Yes</b>		<b>No</b>
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***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP

**Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.**

1. This year, over 50% of our staff is new to the school, and a significant number are first year teachers. They are learning how to apply the Internationals Model, Differentiation, the CCLS and Danielson's Frameworks for Teaching to their practice. CFN coaches will continue to provide ongoing support in all content areas. INPS will continue to support the staff with Professional Development in Collaboration and other tenets of the Internationals Model.
2. We continue to have a large amount of SIFE students (Students with Interrupted Formal Education). Our SIFE students require intensive supports, including after school literacy and numeracy programs. One example is a 15 year old student who attended only the sixth grade in his native country and arrived in the 9th grade last June without being able to read or write in either Spanish or English. This student, like many other students at our school, requires, profound support in a variety of areas in order to experience success academically and socially.

**List the 13-14 student academic achievement targets for the identified sub-groups.**

Limited English Proficient students will improve one grade level from pre-assessment to final assessment in reading and writing. Students with Interrupted Education will increase one grade level in reading and math. At least 70% of 9th graders will earn 10 or more credits by the end of the year. 50% of students sitting for the ELA Regents in 11<sup>th</sup> grade will pass the Regents in June 2014

**Describe how the school leader(s) will communicate with school staff and the community.**

- School leaders will communicate through existing school structures. These include:
- Bi-weekly Academic Advisement Council meetings
  - Weekly Team Leader Meetings in both Content Areas and Grade Levels
  - Content Area Team Meeting (three times a week)
  - Direct Mailings to Families
  - Daily email to staff
  - Daily morning PA announcements:
  - Frequent classroom visits
  - Weekly Calendar and Principal's Bulletin.
  - Phone Messenger
  - Use of Skedula this year, allowing teachers send their referrals and emails directly to parents or administration. Parents are able to access their children's grades, lateness, attendance, etc., on Skedula. Our new website provides families with information about events, programs and teacher contact information. We also use school messenger on a regular basis for parents communication about meetings, school events and matters of importance to families.

**Describe your theory of action at the core of your school's SCEP.**

Our focus this year is aligned to our mission which is the development of English Language Learning by creating an environment that values students' cultures, native languages and individual difference. We will accomplish this through teachers' implementation of CCLS aligned curriculum, ESL-based rigorous instruction and collaborative activities. Going forward, students will develop their English language skills and become college and career ready.

**Describe the strategy for executing your theory of action in your school's SCEP.**

Our instructional focus is to develop differentiated curriculum that will help our students become college and career ready. Also, one of the tenets of the Internationals Model is Collaboration. All teachers and staff are committed to collaborate in order to reach our goals as a community. Through distributive leadership, we will achieve meaningful and lasting change. Some major school decisions are made by administration, but school structures have been established to ensure that stakeholders' feedback and input is part of important decision making. Ideas and initiatives generated by parent leaders, team leaders, council and committee members are considered. We encourage and work to build parent and teacher leadership capacity to ensure better decision making and better policy. We will continue to seek outside sources of expertise that are consistent with our beliefs, including INPS, CFN 106 and the Principal's CFG.

**List the key elements and other unique characteristics of your school's SCEP.**

Our school serves entirely newcomer immigrant students who are classified as ELL's. There is a significant percentage of our students who are classified as SIFE (Students with Interrupted Education), which means they may have attended little or no school and are not literate in any language. Our students are all from Latin America and share a common language: Spanish. The Internationals model is also not the traditional approach to teaching ELL's. The focus is on teaching literacy through content and using mixed ability grouping to speed the process of learning English.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Our school received an F on our city progress report. However, we are hopeful that we will turn the school around. We have put many programs in place and are working diligently to make certain that our students achieve academic success. Research on ELLs shows that it takes students 7 years to become proficient in Academic English. Regents scores demonstrate that our students have steadily improved each time they retake the exams. We will continue to support all of the stakeholders in our learning community to ensure that our school succeeds.

## Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

**QR 4.1:** Deliver more specific feedback based on formal and informal teacher observations in order to elevate school-wide instructional practices and create targeted professional development plans for teachers.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) 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.

	<b>2.2 School leader's vision</b>	<b>x</b>	<b>2.3 Systems and structures for school development</b>
<b>x</b>	<b>2.4 School leader's use of resources</b>	<b>x</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

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

As evidenced by the PD plan and the percentage of teachers who move up at least one level on the Danielson HEDI scale by June 2014, the instructional strategies of questioning and collaboration will be implemented across classrooms to increase rigor.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **▪ Strategies/activities that encompass the needs of identified subgroups**

1. 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. Teachers will be provided with Professional Development to help them meet their goals.
2. The administration and teacher team leaders will meet with interdisciplinary and content area teams to review student and school data and design interventions for targeted students. Teacher teams will discuss best practices, develop instructional strategies based on data and plan instruction.
3. Each teacher will participate in a minimum of one classroom intervisitation and/or one school intervisitation with reflections; receive feedback on their goals through informal observations.
4. All teachers participate in end of year goal reflections in June 2014.

#### **▪ Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal and Teachers
2. Principal, Assistant Principal, Team Leaders and Teacher Teams
3. Teachers
4. Teachers, Administration

#### **▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. In order to support teachers in meeting their professional goals, the Administration will provide opportunities for Professional Development to teachers in targeted areas from September through June, including facilitative leadership and Curriculum Mapping.
2. School Leaders, Team Leaders, Interdisciplinary and Content-area teams will look at item analyses from previous Regents, student and teacher work, as resulting from assessments, student work and CCLS-aligned tasks from the Fall in order to create next instructional steps.
3. Teachers will visit the classrooms of their colleagues to observe and share best practices. in-house as well as within the Internationals Network on an ongoing basis throughout the year.
4. At the end of the year, school leaders will meet with teachers to reflect on the glows and grows of their practice and create an Instructional Action Plan for the

following year.

**Timeline for implementation and completion including start and end dates**

1. From September through June, Teachers will be evaluated on an ongoing basis after initial goal setting conference, with mid-year check-in and end of year reflection
2. From September to June, School Leaders, Team Leaders, Interdisciplinary and Content Area Teams meet daily to discuss student achievement and action plan
3. Teachers participate in a minimum one classroom intervisitation and/or one school intervisitation per year in order to share best practices and provide colleagues with actionable feedback.
4. By June 26, 2014.

**Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Curriculum and staff development services will be purchased from INPS, NYU Facilitative Leadership, ATLAS, RIGOR, Hochman Writing Program, PD Consultants in Curriculum Design, Science of Teaching. Support will be provided by CFN. (Title I/Priority Focus/ SWP). [Per session will be provided. 22 teachers x 32 hrs = 704 hrs.] (2.3)
2. Teacher per session will be provided for a group of teacher leaders that help to facilitate and coordinate interdisciplinary and content area teacher teams (Title III LEP) [Per session will be provided. 7 teachers x 1 hr. (mtg) x 30 sessions plus 1 hr. (prep time) x 30 sessions = 420 hrs.] (2.4)
3. Per Diem substitute coverages will be provided for teachers participating in INPS intravisitations, and classroom intravisitations. (Tax Levy/FSF) [Per diem will be provided. 6 teachers x 10 days] (2.5)
4. Per Diem substitute coverages or per session will be provided for teachers in order to reflect on their goals and revise. (Tax Levy/FSF) [Per diem and/or Per session will be provided. 22 teachers x 6 hrs = 132 hrs.] (2.5)

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

XGrants SINI

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>	<b>X</b>	<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

QR 3.4: Develop a clearer frame for messaging expectations connected to college and career readiness and strengthen systems to support that message so that all members of the school community are able to envision and be prepared for post-secondary opportunities..

<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

By June 2014, all teachers will have developed CCLS aligned curriculum as a means to ensure that students become college and career ready, as evidenced by a 5% increase in the August graduation rate.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Humanities, Math, Social Studies and Science teachers will create and/or implement three literacy-based units as part of our participation as described in the 2013 Citywide Instructional Expectations.
2. New Teachers will be assigned Mentors to help them plan instruction.
3. Support students in the lowest third through use of literacy program: Benchmark's RIGOR (reading instruction for early to high school level readers)
4. The administrative cabinet will conduct informal and formal observations of teachers to ensure that they are effectively implementing the standards of CCLS.
5. Teachers, School Leaders and CFN support will meet on an ongoing basis to review a CCLS aligned unit geared towards differentiating for students with various learning styles. These teachers will identify, review, and discuss ways in which the common core learning standards can be integrated in their curriculum; during these meetings, the teachers will collaboratively assess the efficacy of the teacher's implementation of these and provide feedback.
6. All teachers will participate in 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. CFN staff will also meet individually with teachers to provide professional development on the implementation of CCLS aligned curriculum.
7. Student work will be analyzed using a rubric to determine weaknesses and gaps in students' skills needed for success with common core work.
8. Teachers will submit their monthly curriculum maps on ATLAS, the schools' curriculum management tool, that demonstrate alignment to common core standards.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers
2. New Teachers, Mentors
3. Teachers, Students
4. School Leaders, Teacher Team Leaders
5. Principal, Assistant Principal, CFN
6. Teachers
7. Teachers
8. Administration and Teacher Leaders

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. All teachers will implement this work in weekly interdisciplinary meetings and weekly discipline meetings. Content area teams will develop curriculum maps by planning backwards. Teacher teams will meet to plan interdisciplinary units aligned to CCLS.
2. Mentors will support New Teachers with instruction and classroom procedures.
3. Literacy Program will target at-risk, lowest third, and SIFE students.
4. School leaders and teacher team leaders will provide actionable feedback on classroom instruction.
5. CFN and school leaders will help support teachers' instructional planning.
6. Teachers meet to share best practices and plan together. Review of units by administration and Achievement coaches confirm development of quality curriculum.
7. Teachers will look at student work using a protocol.
8. Teachers will use ATLAS to share curriculum.

#### **D. Timeline for implementation and completion including start and end dates**

1. Teachers will begin work on CCLS-aligned units in early Fall. Three project based, common core aligned units with assessments will be completed by June.
2. September 2013-June 2014

3. Scholastic reading assessment will be administered to all students to determine which students will participate in a literacy class from February to June. Two interim assessments completed in Spring semester.
4. Classroom observations will be ongoing from Fall through Spring semester.
5. School Leaders, CFN and Teacher Leaders support teachers in curriculum development beginning in early Fall.
6. Teacher PD on Common core is ongoing.
7. Teachers will look at student work during their interdisciplinary meetings from Fall through June.
8. School Leaders provide ongoing feedback on curriculum units on an ongoing basis.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session provided for teachers to meet in disciplines and teams after school and Saturday to receive training on curriculum mapping and planning (Tax Levy/FSF/PF) All monies related to professional development (Tax Levy, Title I PF, Title III LEP) (OTPS General Supplies) [Per session: 22 teachers x 6 hrs. x 6 days = 792 hrs.] (3.3)
2. Mentor Supervisor per session rate, and Mentor Teacher rate will be provided. (Tax Levy FSF) 3 Mentor Supervisors /8 teachers x 2hrs per week x 30 wks = 480 hrs] [2 Mentor Teachers /2 teachers x 2 hrs. per week x 30 wks = 120 hrs.] (3.2)
3. Literacy Program/RIGOR (Title III LEP) [ \$ 10,000 ]
4. Observations/ Coverages for teachers participating in Intravisitations. [3 days ] Per Diem will be provided. (Tax Levy FSF) (3.3)
5. Provide opportunities in the daily schedule for teachers to meet with CFN coaches and administration in addition to their common planning time to participate in intravisitations, task development and curriculum design. Per Diem substitute coverages will be provided. [10 days] (OTPS General Supplies/Title I SWP, Tax Levy/FSF) (3.2)
6. Professional Development Training sessions for teachers on development of rigorous curriculum will 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. (Title I- Professional Development, Title III LEP) (3.3)
7. Per session for content area teams to design tasks, develop units, produce rubrics & other assessments tools, assess alignment to CCLS, gather grade data, analyze data, and plan instructional interventions. (Title III-LEP) (OTPS General Supplies) [22 teachers x 3 hrs x 3 sessions – 198 hrs.] (3.2)
8. Per session provided for ATLAS training. Curriculum Maps/ATLAS (NYSTL Software) (3.3)

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Contract for Excellence, NYSTL Software

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

QR 3.4: Develop a clearer frame for messaging expectations connected to college and career readiness and strengthen systems to support that message so that all members of the school community are able to envision and be prepared for post-secondary opportunities. {Learning Environment Survey:

<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

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

By June 2014, 75% of staff will have a clear, shared understanding of the school's expectations connected to college and career readiness and post-secondary opportunities as evidence by the structures and practices adopted and carried out by the teacher teams. Additionally, at least 70% of the staff will agree or strongly agree that the principal makes clear to the staff her expectations for meeting instructional goals, up from 52% on the LES in June 2013.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Administration meets with Team Leaders, Teacher Teams and the Academic Advisement Council on a regular basis to analyze student progress, develop action plans for students and identify students that are not meeting standards.
2. In September, administration launches the "adopt 3 seniors" campaign in an effort to help increase the 2014 graduation rate.
3. In the Fall, the 12<sup>th</sup> grade counselor attends a series of training by College Board and CUNY to learn the College Application/Admissions Process.
4. In the Fall the College Counselor meets with seniors and parents after school and on Saturdays to engage them in the College Application Process.
5. All teachers receive PD on DOK in order to help students across the grades develop their critical thinking skills by incorporating various level 3 and level 4 questions into their lessons utilizing the Depth of Knowledge rubric. Classroom activities will require 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.
6. All teachers receive a series of PD on Collaboration and Project-based instruction in a collaborative setting, resulting in curriculum that enables students to develop research and analytical skills, English Language skills, and reading and writing skills in preparation for college and career.
7. In the Fall Saturday Academy, PM School, enrichment and on-line learning courses are made available to all students for Course Extension Work, Test Preparation and meeting of standards.
8. Throughout the school year, administration monitors student outcomes in targeted teachers' classes, and revises teacher support plans where necessary.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal, Teacher Team Leaders, Teacher Teams, Counselors, Staff
2. School Leaders, Teachers
3. Guidance Counselors
4. Guidance Counselors, Parents, Students
5. Teachers, Administration
6. Teachers, INPS
7. Administration, Teachers, Students
8. Administration, Teachers, Students

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. All teachers meet daily for common planning, looking at student work, looking at teacher practice, and action planning with staff and administration to support students.
2. All teachers will adopt three seniors and will meet with them weekly to support their academic progress.
3. The 12<sup>th</sup> grade counselor will learn the college application process in order to increase the number of students applying to and attending college in the Fall of 2014.
4. The College Counselor will host a series of ongoing workshops on the College Application Process for parents and students.

5. All teachers will develop questions based on DOK that will require our students to think at high levels.
6. All teachers will co-plan with team members to develop curriculum that engages our students in collaborative, project-based activities which help develop students analytical, language and interpersonal skills, all skills that will help them to successfully transition into college and career.
7. At least 60% of targeted students will attend after school course extension with a minimum of 80% attendance.
8. All targeted teachers will meet with administration to discuss and develop action plans for improving student achievement.

**D. Timeline for implementation and completion including start and end dates**

1. From September through June.
2. By September 30, 2013
3. By October 16, 2013.
4. On a weekly basis from November through January.
5. From September through June.
6. From September through June.
7. From September through June.
8. Every marking period, from September through June.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session provided for teacher team leaders to meet after school for vertical planning. [7 teachers x 1 hr. x 30 wks plus 30 hrs. for planning = 420 hrs.] (4.2)
2. Providing opportunities in the schedule for teachers to have common planning prep time. Per Diem Substitute coverages provided for teachers to meet with their adoptees. [5 days] (4.2)
3. Providing registration and participant fees for external PDs that train guidance counselor in the college application/admission process (Title I/ PF) (4.5)
4. Per session provided for guidance counselors to conduct college awareness workshops for parents and students after school and on Saturdays. [1 Guidance Counselor x 40 hrs.] (Tax Levy, Contract for Excellence, OAPR) (4.5)
5. Per session provided for teachers to meet in disciplines and teams after school and Saturday to receive training on designing rigorous curriculum to support students with the development of higher order thinking (Tax Levy ) All monies related to professional development (Tax Levy, Title I PF, Title III LEP) (OTPS General Supplies) (See Goal 2, Section E, Item 1) (4.2)
6. Curriculum and Staff Development services will be purchased from INPS, to train teachers in the integration of the 5 tenets of the Internationals Instructional Model. (Title I, SWP, TL, FSF, Title III LEP, Title I Priority Focus) (General OTPS Supplies) [\$15,000 for INPS] (4.2)
7. During the 2013-2014 academic year, Teacher per session will be provided for Before School, Extended Day, and Saturday instruction for academic and enrichment programs designed to support students' academic progress. This includes Blended Learning with online course work through APEX [Per Session Teacher Rate will be provided] Academic: 8 teachers x 108 hrs, plus 20 prep hours = 1,004 hrs.] (TL/FSF/Title III LEP ) Enrichment: 10 teachers = 590 hrs. (Cost of APEX: \$1,600) NYSTL. (4.5)
8. Targeted Curriculum and Staff Development will be made available for teachers who need additional support in developing quality instruction for English Language Learners. 40 hrs. (Title I PF/TL FSF/Title III LEP ) (4.2)

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

NYSTAL SINI

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

QR 3.4: As stated in our 2012-2013 QR, the school needs to develop a clearer frame for messaging expectations connected to college and career readiness and strengthen systems to support that message so that all members of the school community are able to envision and be prepared for post-secondary opportunities.

<b>Review Type:</b> QR	<b>Year:</b> 2012-2013	<b>Page Number:</b> 3,6	<b>HEDI Rating:</b> E
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an “X” the Standard(s) 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.

<b>X</b>	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>	<b>X</b>	<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

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

By June 2014, 30% of 11<sup>th</sup> and 12<sup>th</sup> graders will earn 10 credits, and ORRS incidents will decrease by 5% as a result of academic and social emotional targeted support services such as weekend and evening academic intervention services, counseling and smaller class sizes.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Staff will receive targeted professional development and training around relevant and appropriate Literacy intervention and behavioral support strategies.
2. The Literacy 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).
3. The Literacy teacher, general education teachers, guidance counselors and related-service providers will create and carry out behavior intervention /modification plans for those students struggling socially or emotionally in the classroom.
4. 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.
5. 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.
6. A 15-week Literacy Intervention 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.
7. LULAC (League of United Latin American Citizens) will provide an after school media arts, music and dance program.
8. Students will participate in afterschool dance class and a variety of clubs, including chess, chorus and theatre.
9. Administration will implement a Summer Bridge to High School Program for incoming Freshman in order to help students develop literacy, numeracy and technology skills.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Literacy Intervention Specialist, CFN Special Education point person, SETTS Teacher
2. Literacy Intervention Specialist
3. Literacy Intervention Specialist, Teachers, Counselors
4. Translation Unit, Teachers
5. Translation Unit, Bilingual Staff
6. Literacy Intervention Specialist and Teachers trained in ELL and Literacy strategies
7. CBO-LULAC, students
8. Dance teacher, students
9. Administration, Teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Literacy Intervention Specialist and SETTS provider will facilitate PD for teacher teams in the Fall and Spring terms and inform them of protocols and best practices to meet the needs of diverse learners.
2. Literacy Intervention Specialist provides instruction using a reduced class size model in order to support our students.
3. Literacy Intervention Specialist, SETTS provider and key staff meet with school-based support team to review IEPs and create action plans for implementation of any modifications.
4. Students may express learning in home language. Resources provided in home language.
5. Families receive notices and information in home language.
6. ELA Saturday program in Fall and Spring terms is available to students who need English Language support.
7. Fifteen students will participate in an afterschool program sponsored by LULAC.
8. Students will learn dances from a variety of countries.
9. Administration will implement a Summer Bridge to High School Program for incoming Freshman in order to help students develop literacy, numeracy and technology skills.

**D. Timeline for implementation and completion including start and end dates**

1. Teachers receive PD on how to serve LEP students, SWD and students with SETTS needs on an ongoing basis.
2. Literacy Intervention Specialist will address student needs on a daily basis from September through June.
3. Annual reviews, triennials and more immediate reviews will be carried out in a timely manner throughout the academic year.
4. Teachers will provide students with opportunities to learn and showcase their learning in their home language on an ongoing basis.
5. Notices will be provided to families in their home language on an ongoing basis.
6. Saturday school program takes place from September to June.
7. LULAC’s media arts, music and dance program will take place every Wednesday after school from October to June.
8. Afterschool dance program will take place from October through June.
9. Administration will launch a 5 week summer school Bridge to High School Program in July 2014 for incoming Freshman.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Full time Literacy Intervention Specialist (TL FSF) (5.3)
2. Additional English Language development support will be offered to all at-risk students. (Title III/LEP) 5.3
3. Reduced class sizes available for targeting Literacy improvement for all students. Guidance support will be available. (RolloverTI Cor 9) ) [1 Guidance Counselor x 40 hrs.] 5.5
4. Translation. (Title I SWP) 5.3
5. Translation. (Tax Levy) 5.3
6. Teacher per session will be provided for Saturday Academy instruction designed to support students’ academic progress. (Tax Levy) Per session teacher rate. 3 teachers x 4.5 hours x 12 sessions = 162 hrs., plus 3 teachers x 10 hours of prep = 30 hrs. Total: 192 hours. (TL FSF/Contract for Excellence) 5.3
7. OTPS General Supplies. [\$500] [Title I/SWP]
8. Funding Line for Dance Class (TL FSF) [1 teacher x 160 hrs.] [\$2,000 for dance supplies] (Title I/SWP) 5.2
9. Summer Bridge Program. Supplies, Informational Session for families, [Reading & Math Assessment \$8,000] [Rollover TI Cor 91 PS Pcl] 5.5

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

X OAPR / Contract for Excellence

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

## 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
72% of parents strongly agree that the school makes it easy for parents to attend meetings by them at different times of day, providing an interpreter, or in other ways. 26% of parents agree.			
<b>Review Type:</b>	School Survey	<b>Year:</b>	2012-1013
		<b>Page Number:</b>	6
		<b>HEDI Rating:</b>	NA

### **Tenet 6: Family and Community Engagement**

Indicate using an “X” the Standard(s) 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.			
<b>X</b>	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
<b>X</b>	<b>6.4 Partnerships and responsibilities</b>	<b>X</b>	<b>6.5 Use of data and families</b>

### **Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, parent participation and involvement in school-wide activities will increase by 10% (in comparison to the data that was reviewed for 2012-2013 parent teacher conferences.), as measured by attendance at school-wide meetings, celebrations, parent classes, and other events.

### **Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. In conjunction with Principal and Assistant Principal, the Parent Coordinator will create and disseminate notices to all parents, providing them with current information they need to know to support their children’s education, and information about upcoming events, meetings, etc.</li> <li>2. Community Associates support the counselors in providing outreach and will call parents daily to notify them of information regarding their children: e.g. – absence and cutting, behavior, mandatory tutoring services and Regents and graduation requirements.</li> <li>3. The school will create a streamlining system –to be coordinated between security personnel the attendance coordinator, the community associates, teachers, guidance counselors and the assistant principal to ensure that PAIHS has the most up-to-date parents’ contact information. All aforementioned personnel will provide the most recent parents’ contact information to the community associate 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.</li> <li>4. 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.</li> <li>5. Promote parent involvement in school decision-making groups such as the SLT which oversee the school’s academic program.</li> <li>6. Conduct a parent workshop on topics that will help parent support their children’s academic success such as understanding curriculum and assessment expectations under CCLS.</li> <li>7. Provide written periodic progress reports that inform parents of ongoing academic progress of their children.</li> <li>8. PAIHS will offer Adult Literacy classes for parents in order to provide parents with the support needed to help their children with homework.</li> <li>9. The College Advisor will provide families with the college application process information series as a means to promote our goal to ensure our students are career and college ready</li> <li>10. Parent Leaders, Student Congress, Teachers and Administration introduce school uniforms in response to parental requests.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Parent Coordinator, Administration</li> <li>2. Community Associates, Guidance Counselors</li> <li>3. Security Liaison, Attendance Coordinator, Teachers, Guidance Counselors, and Parent Coordinator.</li> <li>4. Parent Coordinator, PA President, Parent Leaders</li> <li>5. Administration, Students, Teachers and Parent Leaders</li> </ol>

6. Administration, Teachers, Counselors, Parent Coordinator
7. Teachers
8. Adult Literacy Teacher, Parents
9. Guidance Counselor, parents, students
10. SLT, Parents, Students, Administration

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. All families will be kept informed of important matters impacting their children.
2. Phone calls and other methods of communication to reach parents about important matters impacting their children take place.
3. Parent contact information will be updated.
4. The PC and Parent Leaders will conduct a needs assessment to determine the workshops they provide for parents.
5. The SLT will discuss matters of importance regarding school improvement.
6. Teachers and staff will welcome parents for curriculum night to enable parents to experience their children's instructional experience.
7. Teachers will generate quarterly student progress reports.
8. PAIHS will provide English classes for our parents two nights 4 hours per week in order to provide parents with the language skills necessary to help their children with their homework.
9. The Guidance counselor will provide a series of college application, FAFSA and financial aid workshops for families.
10. Parents concerns about safety on trips prompted discussion and eventual implementation of school uniforms.

**D. Timeline for implementation and completion including start and end dates**

1. Parent Bulletins will be sent out to parents on a monthly basis.
2. Daily outreach made to parents regarding student absences and latenesses, and other matters of concern.
3. Steps will be taken to update parent contact information on an ongoing basis.
4. Parent Coordinator and PA Leaders will plan and carry out parent workshops and incentives to increase parent involvement on an ongoing basis.
5. SLT will work together to improve academic interventions and instructional opportunities for all students on an ongoing basis.
6. Curriculum night will take place each semester to inform parents of the school's CCLS aligned curriculum.
7. Parents will receive progress reports in the mail after each marking period.
8. PAIHS will provide English classes for our parents 4 hours a week.
9. The Guidance Counselor will provide a series of information workshops for families on college application, FAFSA and financial aid for families on Saturdays, and twice a week on alternate days to accommodate parents on an ongoing basis.
10. School Uniforms will be introduced in February 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Skedula, SchoolMessenger, School Website (TL FSF, Title I SWP) [Title I SWP] 6.5
2. OTPS General Supplies (Title I SWP) 6.2
3. Parental Outreach and student Intervention. Mailings, calls, updating parent contacts. (Title III/LEP) 6.2
4. Parent Workshops. (OTPS General Supplies / Parental Involvement Title I SWP/Title I PF] 6.2 6.4
5. SLT (TL FSF) 6.2
6. Workshops & Curriculum Night. [OTPS General Supplies/ Title I PF]6.2
7. Postage for progress report mailings. (OTPS General Supplies/Title I/SWP). 6.2
8. Adult Literacy classes for parents. (Title III LEP) [1 teacher x 5 hrs. x15 = 75 hrs. plus 10 hrs. prep] 6.2
9. College Readiness Guidance Counselor (Contract for Excellence) [ 1 College Counselor/Advisor x 40 hrs.]
10. School Uniforms. (General School Fund)

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	x	Tax Levy	X	Title IA	Title IIA	X	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Contract for Excellence / NYSTL / General School Fund

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>All students in grades 9-12 receive tutoring opportunities 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 &amp; one-on-one tutoring</p> <p>Professional development with staff that trains educators and teaching teams around student support</p> <p>Differentiated instruction 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.</p> <p>After school class is 2 days per class.</p> <p>All students will be focus of targeted instruction, differentiated instruction, and/or AIS.</p>
<b>Mathematics</b>	<p>As with English, students in grades 9-12 receive tutoring opportunities after school, during 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>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 tutoring</p>	<p>All students who require extra support for the Integrated Algebra Regents exam receive after- school and Saturday Regents prep.</p> <p>After school class is 2 days per class.</p> <p>All students will be focus of targeted instruction, differentiated instruction, and/or AIS.</p>

	<p>Credit Recovery-afterschool and Saturday support to help students earn credit by meeting required seat time and doing appropriate work</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><b>Science</b></p>	<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 &amp; 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>
<p><b>Social Studies</b></p>	<p>Students in need of additional time and support for social studies receive tutoring during after school and on Saturdays.</p> <p>Small group &amp; 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>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 &amp; 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</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>

		lesson in a class.	
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p style="text-align: center;"><b>Counseling</b></p> <p>Students who need individual or group counseling services are provided these during their elective periods, lunch, and gym.</p> <p>Guidance counselors, SPARK counselor and Social Worker from MTRNY 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 style="text-align: center;"><b>One-to-one</b></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 style="text-align: center;"><b>During school day</b></p> <p>Guidance counselors and SPARK counselor provide social/emotional services to students during the school day.</p>

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed\*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>-Recruitment of highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network for Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who solely comprise all of the international High Schools' student populations.</li> <li>-Administration staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.</li> <li>-The administration work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.</li> <li>-Mentors are assigned to support struggling and unqualified teachers.</li> <li>-Administration conducts regular informal observations of teachers and provides non-evaluative feedback.</li> <li>-Regularly structured Common Planning time enables teachers to support one another's professional growth.</li> <li>-Administration provides support to teachers with unit plans and instructional development.</li> <li>-CFN 106 professional development are provided to teachers in order to build capacity .</li> <li>-Teachers are provided with leadership opportunities.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>-Leadership Coach hired to help build administration capacity and to provide high quality PD.</li> <li>--All teachers receive specialized training in ESL strategies and working with ELLs through network wide professional development through the Internationals Network for Public Schools.</li> <li>-Network resources and PD opportunities are shared with all staff.</li> <li>-Mentors provide a minimum of 2 hours a week of individualized PD to New Teachers.</li> <li>-Professional PD opportunities in Facilitative Leadership, Curriculum Mapping and QTEL are made available to all teachers.</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.)
<p>Our program is enhanced by staff, professional development workshops and student activities supported by The Internationals Network for Public Schools, as well as CBO's from our community such as, Make the Road NY, League of the United Latin American Citizens, The Coalition for Immigration, The Ecuadorian International Center, The New York City Urban Ambassadors College and Career Readiness, NYU Steinhart School of Culture, Office to Combat Domestic Violence, Pride Not Prejudice, Adult Education Unit from the mayor's Office, Department of Youth and Community Development, SPARK Program, New York City Housing Authority, Public Health Solutions Program, Catch, and The Corona Self-Help and Drug Prevention Center. These organizations provide much needed services for our students and their families in the areas of health care, immigration, legal representation, housing, substance abuse prevention, adult literacy, leadership training and support. Child care and parenting workshops are provided for our young mothers and fathers. Our students receive additional support in English Language Development through the Theatre Development Fund, Lincoln Center (LEAD Program), American Academy of Dramatic Arts and Revolucion Latina which provides under-represented youth with opportunities to engage in meaningful artistic and cultural experiences.</p> <p>The administration has established a system of evaluation to ensure a structure of accountability for all programs.</p>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned
--

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

In June 2013, a committee was selected to review and select the State and Local Assessments that would be used for evaluation and improvement of instruction. The committee was comprised of teacher and administrators and was selected by the principal and the UFT representative. The Committee members attended a full day of professional development together during the summer, and met twice at the beginning of the school year to discuss the measures to be used. Teachers have participated in multiple Professional Development opportunities regarding the measures and how to use them to improve instruction and support student learning.

- September 9 & 11, 2013 – Teachers were informed about Measures of Student Learning and Measures of Teacher Practice and how each will be used to inform instruction and teacher practice.
- October 2013 – Individual Planning Conferences completed and teachers’ Goals are discussed with and submitted to the Principal.
- October 2013 – MOSL had been administered, and teachers had discussed student data with school leaders to drive improvement in practice. Teacher teams identified key skills/concepts that students need to improve and ways to address these gaps in future lessons.
- November 2013 - Teacher teams, which meet daily, adopted specific protocols to look at student work and teacher practice to guide their work for the remainder of the year. Teachers on both content area teams and interdisciplinary teams provide feedback to one another to revise instruction and assessment. In March and April 2014, the whole staff participated in the NYU Facilitative Leadership Training to guide teachers through the inquiry process.
- Teacher provided feedback to committee members regarding structures and systems established based on data.
- End of year administration reviews goal setting outcomes for MOSL with teachers and the committee and teacher teams discuss goals and plans for next year.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).



# PAN AMERICAN INTERNATIONAL HIGH SCHOOL

## Parent Involvement Policy

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 1<sup>st</sup> 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;



# PAN AMERICAN INTERNATIONAL HIGH SCHOOL

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 1<sup>st</sup> 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 with 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>24</b>	Borough <b>Queens</b>	School Number <b>296</b>
School Name <b>Pan-American International High School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Minerva Zanca</b>	Assistant Principal <b>Monika Garg</b>
Coach <b>Susan Tynan</b>	Coach
ESL Teacher <b>Kristin Donnelly- ESL /SS</b>	Guidance Counselor <b>Patricia Galoppo</b>
Teacher/Subject Area <b>Helio Sepulveda Zornosa-ESL</b>	Parent <b>Nelson Maloney</b>
Teacher/Subject Area <b>Andrew Cameron- Special Ed</b>	Parent Coordinator <b>Juana Adames</b>
Related Service Provider <b>Carlos Acevedo- Guidance</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>369</b>	Total number of ELLs	<b>310</b>	ELLs as share of total student population (%)	<b>84.01%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										84	81	63	81	309
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	84	81	63	81	309

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	309	Newcomers (ELLs receiving service 0-3 years)	196	ELL Students with Disabilities	7
SIFE	27	ELLs receiving service 4-6 years	102	Long-Term (completed 6+ years)	11

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	196	10	2	102	13	3	11	4	2	309
Total	196	10	2	102	13	3	11	4	2	309

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE Tagalog														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										84	80	63	81	308
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	84	81	63	81	309

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)										38	18	15	6	77

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										12	23	20	21	76
Advanced (A)										4	13	9	28	54
Total	0	0	0	0	0	0	0	0	0	54	54	44	55	207

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	113	46			159
NYSAA Bilingual (SWD)					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	19	51	58	64	14	20	0	2	228
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	89		18	
Integrated Algebra	166	166	57	57
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	161	161	61	61
Physics				
Global History and Geography	173	173	84	84
US History and Government	89	89	34	34
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  1. This year we are using the Do-it-Yourself assessment developed by the Performance Standards Consortium as an assessment tool. This data, along with data yielded from DORA in both English and Spanish, show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). However, it is significant to note that this data demonstrates that a considerable number of students are significantly behind in reading level in their native language, making them SIFE students, and this reaffirms why the Native language arts program is an integral part of our school's literacy instruction. These data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. It appears that over the course of 4 years, most students improve their literacy skills, but the majority remain at the Intermediate level. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas, specially the Native Language Arts class. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will see an improvement in their scores over time.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  - o Our population is incredibly heterogeneous in terms of language ability
  - o The majority of our students who are newly arrived to the country and attend our school our beginner ELLS.
  - o Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
  3. After analysis of our data with the ESL department and our AP, we have found that since the majority of beginner ELLS are located in the Junior Institute Grades (9-10), we have programmed them for Electives that promote their English language acquisition. All Junior Institute students take electives in either Theater or Chorus which helps them with their Listening/Speaking skills so they can develop communicative competence. Another pattern we have observed is that in the Senior Institute, a considerable portion of students do not test proficient because there is a disparity between their reading/writing and their listening/speaking scores. Students in the Senior Institute need continued literacy instruction, especially in the academic content areas, so Reading/ Writing across the disciplines has been a major focus in terms of programming and instruction. Senior Institute students are programmed into electives that promote content area literacy and help them to acquire the academic literacy skills necessary to test proficient on the NYSESLAT and pass the Regents. 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. Paste response to question here:
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  - A. In our school, we promote students using their native language to help them access content understandings. As a result, every student in our school is offered the Regents in both English and their native language, with the exception of the English Regents. Many of the students in the Junior Institute, who tend to be mostly beginners and Intermediate, elect to record their answers in Spanish on the Regents, while students in the Senior Institute more often elect to record their responses in English.
  - B. Historically, International Schools have utilized the DYO assessment developed by the Performance Based Assessment Consortium. Additionally, we are using the citywide Performance Assessments to help track progress on Common-Core Aligned Tasks. The results of these assessments will provide us insight into which students require intervention in order to keep them on track to graduate. In the past, we found our DYO data to be an accurate predictor of ELL performance on the ELA Regents Examination and thus used formative assessment results to determine which students required intervention services. School leaders have created common meeting time for departments to meet each week to look at data and plan interventions. In addition, interdisciplinary instructional teams also have weekly time for this kind of planning. Team and department leaders meet with school leader to set agendas for meetings.

C. From our periodic assessments, we have learned that students of all levels struggle with organizing their writing and using evidence and examples to support their ideas. Department teams of teachers are meeting weekly to share instructional strategies and plan instructional changes which can quickly be implemented in their classrooms. We are currently analyzing data from our formative assessment. These will also be used to formulate modifications to classroom level instruction and to inform curriculum decisions. Teachers use native language assessments to determine literacy areas where the students may be struggling and to demonstrate understanding of content.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Second Language development is paramount in all of our instructional decisions. The Internationals Model ensure that student learn English in all their academic classes, not only English. Furthermore, students learn language through collaboration, which is a major focus of our instructional model here at Pan-American International High School. In addition, Internationals encourages students to be heterogeneously grouping, so that no classes are leveled by academic or linguistic ability. This is so that students can help each other acquire English and are not limited to being with students only on their proficiency level.

NYSESLAT and LAB-R, as well as the results of DORA information is shared with the students' teachers so that we can target student needs at varying proficiency levels. Teachers take this data into account while planning instruction. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum.

7. 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?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

6. The success of our program is measured through the analysis of a wide array of data sources, including:

- 6 year graduation rate- 60%
- Credit Accumulation for Lowest third- 52% for 1<sup>st</sup> year and 85% for 2<sup>nd</sup> year.
- Regents pass rate- Global Pass Rate 69%
- Attendance rates- 94%
- Learning Environment Survey – teacher results- 10% higher than city-wide average.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
New admits take the LAB-R within ten days of admission. Helio Sepulveda administers the Spanish Lab to Spanish-speaking students and Kristin Donnelly administers the LAB-R within that same time frame. The ESL Coordinators, Helio Sepulveda and Kristin Donnelly utilize the RLER report to identify newly admitted students who are eligible to take the LAB-R so they can be

tested within the ten-day period.

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

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS	Monika Garg/ Juana Adames	Assistant Principal and Parent Coordinator
HLIS/LAB-R	Kristin Donnelly	ESL Coordinator
Spanish LAB	Helio Sepulveda-Zornosa	ESL Teacher
Formal initial assessment in literacy, math, English	All classroom teachers	Licensed ESL and/or content area teachers

New admits take the LAB-R within ten days of admission. Helio Sepulveda administers the Spanish Lab to Spanish-speaking students and Kristin Donnelly administers the LAB-R within that same time frame. The ESL Coordinators, Helio Sepulveda and Kristin Donnelly utilize the RLER report to identify newly admitted students who are eligible to take the LAB-R so they can be tested within the ten-day period. All ELLs, as identified in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

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

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS	Monika Garg/ Juana Adames	Assistant Principal and Parent Coordinator
HLIS/LAB-R	Kristin Donnelly	ESL Coordinator
Spanish LAB	Helio Sepulveda-Zornosa	ESL Teacher
Formal initial assessment in literacy, math, English	All classroom teachers	Licensed ESL and/or content area teachers

After completion of the HLIS and informal interview, parents of newly enrolled students are immediately offered the opportunity to see the video regarding program selection in their native language (Spanish) regarding the three program choices made available through the NYCDOE. The guidance counselors, Patty Galoppo or Carlos Acevedo, whom are both bilingual in Spanish show the video to parents, review the choices available to Parents and answer any questions on the programs parents may have. Once questions have been satisfactorily answered, parents complete the Program Choice forms. Parents choose one of the three NYCDOE program models. We inform parents that we although technically we are considered a free-standing ESL program, we do offer Native Language Arts classes and students will receive bilingual support in our school. If parents choose an ESL program for their child, we place that student into our ESL program. If parents choose

If for some reason, parents have not had the opportunity to view the Parent Orientation Video and complete a Program Selection

forms has not be submitted at the time of intake, individual calls, in the native language using office staff and the Parent Coordinator, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form. Parents also have the opportunity to watch the Parent Orientation Video and complete the Program Selection form at Parent Orientations help periodically through the year by the Parent Coordinator, Juana Adames.

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

3. As Program Selection forms and parent surveys are submitted to Guidance Counselors copies are made and originals are filed in students' cumulative folders. Our office staff keeps and maintains the copies in a binder in the main office as well as a check-list of all required forms that need to be submitted by parents. The ELL coordinator periodically reviews the folder to make sure that it is complete and to review the numbers and trends of selection choices. If all Program Selection forms have not been submitted by the end of semester, individual calls in Spanish are made to families by the Parent Coordinator 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.

Juana Adames is responsible for the entitlement letters. She mails home to parents the entitlement letter once the Lab-R is scored. The student is then immediately placed in the proper program. The ELL coordinator and Juana, the Parent Coordinator, ensure that continued entitlement letters are sent home in subsequent years using the results of the spring NYSESLAT exams. Copies of entitlement letters, nonentitlement letters and continued entitlement letters are kept in a binder in the office.

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.

4. Our schools use a language development model similar to sheltered content-based instruction, the Internationals Approach, which is classified as an ESL instructional program by the DOE. We place our students in our ESL program based on our parents request through the Program Selection Forms; consequently, all of our ELLs are in an ESL instructional program. However, we do inform parents that Pan-American International High School offers a unique program, where students will receive Native Language Arts and bilingual support in the content-areas, in addition to Free-Standing ESL classes. Parents who requested TBE or Bilingual are informed that they will be contacted if we have the numbers to open one up. We also offer to help them if they want to find another kind of program. New parents receive a letter with a copy of the students' program and several orientations to our program are held throughout the month of September by Juana Adames, the Parent Coordinator. Continued entitlement letters are sent to students by the Parent Coordinator Juana Adames, who continued to be eligible for ELL services. All correspondence is copied and maintained in a binder in the main office.

Once Parents have viewed the orientation video and filled out the selection form at the time of enrollment, Guidance Counselors Patty Galoppo and Carlos Acevedo, in conjunction with Juana Adames for any parents completed these after enrollment, ELL program parent choice are entered in the ELPC screen in ATS within 20 of the student's enrollment.

Our school attempts to hire personnel – professional, para-professional, and clerical – who speak Spanish, the native language of our students. The majority of our School Support Staff, including Guidance Counselors, ESL Coordinators, and pupil support staff and Parent Coordinator are bilingual in Spanish and English.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs as identified in ATS through the RLAT and RLER (for newly-admitted students) take the NYSESLAT each spring to determine if they are eligible to take the NYSELAT as per NYS regulations. The majority of students at PAIHS receive ESL services and are thus eligible to take the NYSELAT exam. In collaboration with the Testing Coordinator, Monika Garg, a testing schedule is created school-wide for the all eligible students to take the exam. Students are administered a component of the exam each day over a three day period. Speaking is administered during the allotted time window by all ESL teachers and students are taken out of regular classes for brief increments so that they can complete this portion of the exam. Students who do not require ELL services are not required to take the NYSESLAT exam and are given assignments by their teachers in lieu of testing. Students who are absent for any part of the examination are tested during a series of make-up sessions and are also contacted by the Parent Coordinator to make sure that they are tested during the test administration window.

6. 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.) 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

6. The program models at our school are aligned with parent/guardian requests. Parents of PAIHS students have opted for ESL program that offers Native Language instruction in Spanish as well as bilingual support in content-area classes. If a parent/guardian explicitly requests a TBE or Dual Language program and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they may consider other program choices in another school. If we do get a sufficient number of requests we would transition to TBE or Dual Language program and notify the parents who had requested it in the past that the program was now available if they wanted to move. As noted in question 5, most parents have requested ESL but desire continued native language instruction in the form of a Native language Arts class, which is what we offer at our school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The organizational model of our school is based on the Internationals Approach for ELL education, where instruction is delivered collaboratively by teams of teacher who plan instruction inter-disciplinary and in content areas to support the language needs of our students. While teachers are responsible for teaching individual classes, they plan in collaboration and co-teach classes where appropriate and able.

We utilize a hybrid of program models at PAIHS. Students are blocked together into strands that move together throughout the instructional day. These strands are heterogenously grouped, so students at different levels of English language proficiency are in the same classes together in each 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)?
  2. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year through the teachers on their team. As of right now, we have 4 teachers who are ESL certified, 1 per each instructional team. In addition, the content area teachers are trained extensively in language development and ESL methodologies through a variety of mechanisms which are outlined below. All of this helps to assure that beginners receive the mandated 540 ESL minutes per week, intermediates receive the mandated 360 ESL minutes per week and advanced students receive the mandated 180 ESL minutes and ELA minutes per week. Classes are 48 minutes in duration, so a student will meet with his or her English teacher 5 times a week and his ESL teacher at least 5 times a week, plus the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included for 25% of the instructional time for all ELLs through 1 period of NLA instruction administered to all students 5 times a week. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages.
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 foster language development and meet the demands of the Common Core Learning Standards.

All students take math, science, social studies, arts, Native Language Arts, and ESL and/or English classes each year. The Internationals Approach is premised on the idea that every content area teacher is responsible for English language instruction and as result all content area teachers are trained in ELL methodologies that are targeted to their respective subject areas. As previously stated, students are programed into teams that travel together throughout the day which facilitates interdisciplinary instruction by teachers of each team, who work together to develop curriculum materials that address the language needs of the students in addition to the content area understanding and skills. The primary language of instruction in content area classes is English, with the exception of Native language Arts which is conducted in Spanish. Interdisciplinary teams meet weekly to plan instructional units that create cross-content connections and target specific skills that are required under the Common Core Learning Standards, especially within the STEM and Humanities disciplines. Native Language

Collaboration is a major instructional focus of the Pan-American International High School. Students work in groups to complete collaborative tasks that develop both language and content knowledge simultaneously. The school makes a significant investment in professional development to make sure all of our teachers in every subject area have the necessary skills and conceptual understanding of language development to deliver the needed instruction that meets students' needs. This professional development is ongoing and sustained from year to year.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Throughout the school year, students are evaluated in Spanish to assess how their native language literacy is continuing to develop as a result of the Native Language Arts program that is offered at our school. As Diagnostic Assessments, we administer the LAB in Spanish when students first arrive to our school and are identified as possible ELLs whose native language is Spanish. Also, we administer the DORA, Diagnostic Online Reading Assessment, in both English and Spanish to assess students reading level in Spanish. The data collected from this assessment is used to track how native language literacy is developing upon arrival to our school. After two years of native language Arts in Spanish, all students take the Spanish Regents. Based on the

performance on the Spanish Regents, students take another additional year of Native Language Arts in the form of either an Honors Spanish Literature class or AP Spanish Literature. Students in the AP Spanish class are eligible to take the AP Spanish Exam which is offered at neighboring Newtown High School in May each year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? When students arrive at our school and have been identified as possible ELLs based on the HLIS, they are administered the LAB\_R in English to identify their English proficiency. Furthermore, the NYSESLAT is administered each year to assess students' proficiency in each of the 4 language modalities in English each year. As a Do-it-yourself diagnostic assessment we also administer the DORA examination in English to assess students' reading levels in English. Furthermore, we administer a diagnostic assessment in all the English classes for teachers to assess how English proficiency in all the modalities at the beginning of the year and teacher-made as well as student-made goals for each student are created based on their proficiency in each modality.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
  - c. Describe your plan for ELLs receiving services 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The Internationals' pedagogical approach to educating English language learners is based upon 5 Core Principles:

- Heterogeneity and collaboration : schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
- Experiential learning : expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
- Language and content integration : strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- Localized autonomy and responsibility : linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- One learning model for all : every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

a. We have found that many SIFE students tend to be under-reported or mislabeled in ATS. As a result, we rely heavily on the informal interview that is conducted during enrollment with Parents to elicit information about students' past educational history and attendance. Furthermore, we utilize data from the Spanish LAB and DORA to identify students who are significantly behind grade (more than 2 years) in the native language in order to provide additional support in their content area classes. SIFE students are heterogeneously mixed in their classes, but received scaffolded instruction within their content area classes to address their literacy needs and may utilize native language resources made available in their classes. Furthermore, Native Language Arts is provided to all students including SIFE students to promote and develop bi-literacy in all our students. Lastly, as an additional intervention we used data from diagnostics and interviews with students to create a PM school SIFE class that targets emergent literacy in both Spanish and English that is conducted by Andrew Cameron, a certified Special Educator who is bilingual in Spanish as well.

b. Newcomer ELLs who have been in US schools for less than 3 years are heterogeneously grouped in ESL and content area classes with peers of varying English Language Proficiency and academic skills. Instruction reflects the International Approach, so instruction is differentiated within heterogeneously grouped classes so that students can help each other increase their English language proficiency. Newcomers may also elect elective classes such as Theater and Chorus, that are geared towards increasing their English language proficiency. Furthermore there are various clubs such as Explorers Club, LULAC, Beginner English club where students develop their English Language Proficiency beyond the academic day.

c. ELLs receiving services for 4 to 6 years are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

d. Long-Term ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic,

and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Long-term ELLs also have opportunities to maximize their proficiency through Internships outside of school or Regents Prep classes to prepare for the specific Regents examinations they have not yet passed.

e. Former ELLs are a population of students who also benefit from the collaborative nature of the Internationals Model. Instruction in all classes, including those with Former ELLS, are project-based and incorporate multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. We encourage Former ELLs to choose linguistically demanding roles in collaborative tasks and help others who are less proficient in English with their language acquisition.

7. 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?

ELLS-SWD are placed in heterogenous classes with ELL peers of varying academic, linguistic and ethnic background. Furthermore, ELLS-SWD receive instruction in the form of SETSS classes or other required classes where our Special Educator, Andrew Cameron oversees that students receive the services required as per their IEP's. In these classes, teacher make use of the following instructional strategies and grade level materials to help ELLS-SWD:

- native language support individualized and targeted curriculum and instruction
- teacher made materials
- phonics and leveled texts to help students with emerging literacy skills
- diaglogue journals for low-stakes writing
- individual whiteboard and dry-erase markers
- layered curriculum with learning menu that incorporate students choice as to what skills they want to focus on
- instructional routines
- goal setting and reflection on individual students' progress.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At PAIHS, there are no self contained classes for ELLS-SWD only SETSS or SPecial Education Teacher Support Services; which means our students with Disabilities or Special needs are fully immersed in General Education classes. Our Special Education teacher and SETSS provider, Andy Cameron, meets with students indivually and in small groups to provide mandated services in accordance with their IEP goals. A non-credit bearing skills building elective "Resource Room" is offered to help students with literacy and numeracy as well. Much of this service is centered upon strengthening basic skills that are vital to their academic success in their content area classes. Mr. Cameron also coordinates related services including Speech and Hearing Therapy, as well as mandated counseling, to ensure that students receive all required services as per their stated IEP needs. Mr. Cameron collaborates with inter-disciplinary teams to make sure that skills in Resource Room complements content from students' core classes.

**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:			

### 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

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



TIME

BEGINNERS

INTERMEDIATE

ADVANCED

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

9. 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.

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

- Saturday Explorer’s Club – Twice monthly, 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
- LULAC- League of Latin American Citizens provides enrichment and extension learning opportunities for students to engage in hands-on experiential based learning projects on various subjects of the students' choosing.
- Regents Prep classes – Older ELLs who have not yet passed the Living Environment, US History or ELA Regents Examinations are offered Regents preparation classes taught in English during after school or Saturday School
- + SIFE Literacy Class- Students who have been identified as SIFE are programmed into a "9<sup>th</sup> Period" class to receive additional instruction in both English and Spanish to help them increase both their native and English language literacy.
- Queens College/CUNY “College Now” – Approximately 20 of our students also participate in PM program specifically designed for ELLs to provide content and language development support in ELA and Math. Students are identified for these programs by looking at Regents scores and course pass rates.

+Resource Room- Students who have IEPs that mandate that they receive additional support in the form of a Resource Room receive are scheduled for a period of Resource Room daily to help them with homework, content and skills that will help them in their content area classes

Adopt-A-Senior- Each teacher at PAIHS mentors 3 seniors to help them stay on track academically towards graduation. Each teacher meets with their students individually each wen.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We believe that we have made appropriate changes in scheduling and programs to reflect the needs of ELLs at PAIHS. After parents and students expressed a strong interest for more instruction in English, we have tried to create a more balanced use of native language (Spanish) and English in classroom instruction through the hiring of new teachers, language of classroom instruction, and expansion of bilingual classroom libraries. Furthermore, we programmed Junior Institute with English electives to help them acquire English faster while they are newer to the country. Lastly, by expanding our PM and Saturday school offering we are providing more opportunities for students to recover credit and/or prepare for Regents beyond the academic school day.

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

PAIHS has decided to expand and/or improve some of the pre-existing programs, especially with regards to academic interventions for various populations of students. PM and Saturday school was expanded to focus on the Junior and Senior cohorts, in order to help them increase their academic English and literacy skills so that they will be able to make greater gains in Regents performance. We offer PM school on Tuesdays and Thursdays in Global History, US History, Algebra, and Saturday we offer English and Living Environment Preparation. We also offered for the first time this past summer, English enrichment through Title III grant monies to help rising Freshmen and other Beginner ELLs further their Academic English. Another addition to our program offerings has been a PM SIFE class that is programmed as a 9<sup>th</sup> period for students who have been identified as SIFE through their intake interview, or based on teacher observation and student data. The SIFE class is mean to aid a small group of student build literacy and numeracy skills in their own language so that they will be able to transfer these skills to their academic calsses. Lastly we expanded out Theater program this year to include a musical theater program that combines skills learned in Theater and Chorus electives. The rationale behind expanding our theater program was to help support students in building their oralcy (speaking and listening) skills in English, especially with regards to pronunciation and diction in English.

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

n

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

Since more than 80 % of our students are ELLs and we have a strong belief in heterogeneity, all school programs - before, during and after-school - are “equal access” and open to everyone in our school. In addition to all in-school classes and programs and to the support and intervention services listed previously, 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:

- Chess Club
  - LULAC
  - Make the Road- social activism and Immigrants right club
  - Explorers Club
  - College Now classes on-site for ELA and at Queens College for ELA, US History, Math and College Credit Courses
- After-school homework help  
Theater  
Student Congress and Government  
Yearbook  
Beginner English Club

These clubs all take-place after-school and are paid for with both Title I and Title III funds. The goal is to continue the students' development of their English language skills.

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

Our school offers a wide array of instructional materials and technology to help us support our diverse array of students.

We utilize bilinugal classroom libraries, in addition to a multitude of classroom texts in various levels and visual supports in English. Furthermore, we offer a variety of classroom technology to support out learners both inside and outside the classroom that include:

- Castlelearning- online Regents practice  
Skedula/Pupilpath- grade information system  
Google Applications- school website, email, documents/drive  
Classroom technology- laptop carts, computer lab, Smartboards, and ELMO document scanners and cameras  
Rosetta stone  
Aventa- online learning and credit accumulation

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

All our students participate in our Native Language Arts programs as a complement to our ESL program, where students receive literacy instruction as well as content area instruction to support humanities. Moreover, all of our classes use the native language in the content areas to support learning. As described above, we promote biliteracy and bilingualism so we encourage students to utilize resources in both languages to help them develop their content knowledge. 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. Our classroom libraries contain content materials in Spanish and English.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

When materials are not available for students at both the appropriate age and grade level, teachers create materials that appropriate for both, which is why we draw from a variety of sources to develop our curriculum. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Prior to the start of the school year, new students are assigned to heterogeneous team of students. We want that each class has a broad cross-section of students possible, so that students with mor English proficiency and experience in school in the country can help newer students get acimated with the school's culture. Furthermore, all students are assigned a counselor that is available to answer any questions and assure that students are adjusting well.

18. What language electives are offered to ELLs?

For Junior Institute students we offer Theater and Chorus as language and Arts electives that help students with their language

development. Furthermore, we offer SIFE classes after school for students who have been diagnosed as having significant gaps in education and literacy deficits. Lastly we offer a Dance elective after school that is conducted in English where students learn about different types of world Dance.

19. For schools with dual language programs:

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

Paste response to questions here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1 and 2 . Professional development for all staff at The Pan-American International High School is geared toward improving ELL academic achievement and language development. Since we are all teachers of ELLs, even though not all teachers are ESL certified, we build teacher capacity in these areas by a variety of means

- Collaborative Team Meetings – groups of subject area teachers engage in collaborative inquiry work throughout the year in order to learn more about specific ESL methodologies and strategies that will 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. This year, each content area group of teachers is focusing on different aspects of language development, specifically related to writing, and the Common Core Standards. Each group of discipline teachers is engaged in a Common Core Task, use it to diagnose student learning needs, collaboratively plan instructional strategies to meet these needs, and an analysis of the success of this instructional implementation.

- Weekly professional development meetings for all pedagogues, 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 Peer critiques of teacher-generated curricula

- Peer observations/Intervisitations – all pedagogues observe each other teach using a protocol to tune-into instructional foci and goals for the year. The broad focus of these peer observations is on how teachers can most effectively support students’ language development in all classes and subjects.

- 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. All-day workshops are provided for APs, pedagogues, ELL coordinators, paraprofessionals, therapists, parent coordinators, counselors.

- 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. Teachers are attending QTEL Literacy PD series in development academic strategies and SIFE PD

CFB 106 Cycles of Support with Content-Area Coaches- Coaches from the CFN Network are conducting instructional support cycles with content area teams to support the development of collaborative tasks in curriculum and developing instructional routines that can be used both vertically and horizontally throughout the school. This is to help us better implement the Internationals' model and promote academic language use in English through creating opportunities for authentic collaboration in the classroom.

- Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

3 and 4 . All professional development at our school is focused on building capacity in all teachers to support students' language development in all classes by employing ESL methodologies since most of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities. Since all staff participate 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. This year the focus is supporting ELLs with the Common Core Standards and incorporating colloaborative tasks into classroom instruction. Each instructional team keeps records of PD agendas and notes in our team binders.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Since our entire school is targeted for ELLs, all the parents involved are parents of ELLs or former ELLs. Over 50% of our students' families regularly attend Parent Teacher Conferences Night. We also have monthly Parent Association meetings that are coordinated by Juana Adames, our Parent Coordinator. We also have significant engagement with parents and families at the individual student and interdisciplinary team level through our teaching teams as teams meet regularly with parents and guardians of our students. We currently have 3-5 parents who are regular participants in our School's Leadership Team. For all meetings and activities we always have in-house bilingual staff or translators available.

2. PAIHS partners with several different organizations, all of whom are Spanish Bilingual programs, in order to provide workshops and/or services to ELLs and their families:

- Make the Road- Immigration and DACCA information support
- LULAC- League of United Latin American Citizens-enrichment classes offered to students
- Local Assemblymen and Senators including; the local Assemblywoman Yulissa Ferreiras and Jose Peralta the State Senator; Francisco Moya Assemblyman- internship opportunities and partnerships for school-based events such as Graduation and Project Clean-up.
- United Healthcare- healthcare access
- CUNY Laguardia Community College (college access and financial aid)- College Now programs to offer College classes to students

3. Parent needs are determined through the yearly administration of NYCDOE Parent surveys distributed to them by the parent coordinator by mail or to be done electronically at school during Parent Meetings. Furthermore, parent members of the SLT play an important role in advocating the needs and wants of parents in terms of school policies. Lastly, ongoing communication between Parents and staff, especially the Parent Coordinator, Guidance Counselors and teachers, is important in promoting dialogue that represents parents as stakeholders in the school.

4. Parent involvement activities, including the workshop topics of Monthly Family meetings, are developed based on the results of the surveys described in the answer to question three above and from feedback from the PTA officers and the SLT. We offer a wide variety of workshops throughout the academic year including but not limited to:

parent orientation for parents of new students to PAIHS

curriculum night ,

DACCA and immigration issues;

college preparation;

access to health insurance

Information for ESL services/classes

Title I allocation of resources

access to school information systems such as the School's website, Skedula (PupilPath); Castlelearning.com

We also have Breakfast with Parents monthly to learn how we can better support parents with needs outside school . Lastly we have created an "Office for Parents" inside the school, where parents can utilize the space for technology, reading library or other work-related issues.

### **E. 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 response to question here:

## **Part VI: LAP Assurances**

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_**Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Minerva Zanca	Principal		1/1/01
Monika Garg	Assistant Principal		1/1/01
Juana Adames	Parent Coordinator		1/1/01
Kristin Donnelly	ESL Teacher		1/1/01
	Parent		1/1/01
Andrew Cameron	Teacher/Subject Area		1/1/01
Helio Andres Sepulveda-Zornosa	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Patricia Galoppo	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

Cluster: 24 Network: 106

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

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

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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.

Pan-American International uses data collected from the Home Language Survey as well as informal interviews conducted upon student enrollment to determine our translation needs. 99% of our students have self-identified with a home language of Spanish, and consequently all parent communication is conducted to target this linguistic need. Based on this linguistic need, all written and verbal communication is made readily available in both Spanish and English by request of the Parents and Students.

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.

Since 99% of our students have a home language of Spanish, and our school is a common language school for Spanish speaking ELLs, the staff and faculty are fully cognizant of our translation needs. The majority of our school support staff including secretaries, community assistants, Parent Coordinator, deans, guidance counselors are bilingual in Spanish and English. Furthermore, a considerable portion of faculty and administration are bilingual in English and Spanish as well. Those who are not are encouraged to seek translations from our bilingual support staff in the school to help them with parent communication, both oral and written.

## Part B: Strategies and Activities

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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.

Since the majority of staff at Pan-American International are bilingual, all outreach and communication as stated above is readily available in either English or Spanish at the parents' request. All school wide communication mailed home to parents is written in both Spanish and English. Translation is conducted on site by either our bilingual Guidance Counselors, Parent Coordinator or schools support staff. If a teacher needs a document translated, they are encouraged to bring it to the Parent Coordinator or School support staff who are readily available to translate at the teachers' request . Translation is completed by the end of the next school day to ensure timely communication with families of our students.

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.

Meetings, conferences, and events with families of students that require oral interpretation are always conducted in both English and Spanish. The Parent Coordinator is always present for any school wide functions that require oral interpretation services. For individual teacher- guardian interactions, a teacher or staff member who is bilingual in Spanish is paired with a non-Spanish speaking teacher to ensure that communication is efficient and timely. During Parent-Teacher Conferences, non-Spanish speaking teachers are paired with a fellow teacher who speaks Spanish on their grade team and has the same students to help translate academic progress. Furthermore, the Parent Coordinator and Guidance Staff is available daily make phone calls or facilitate in-person conferences with family members.

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>.

The School fulfills Section VII of Chancellor's Regulations A-663 by making sure that students' families' home language is identified correctly upon enrollment. Our Parent Coordinator has received training on the requirements for translation that are mandated by the Chancellor's regulations. Furthermore, all written communication to the families of students, especially documents regarding academic progress, registration, application, and selection; standards and performance (e.g., standard text on report cards); conduct, safety, and discipline; special education and related services; and transfers and discharges, in addition to student-specific documents, are made readily available in the families' primary language. Lastly, resources have been allocated appropriately so that school based staff can be bilingual in Spanish and can provide oral translation in Spanish readily.

## 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"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		