



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**DBN (i.e. 01M001):** 12X388

**Principal:** BRIDGIT CLAIRE BYE

**Principal Email:** [BBYE@SCHOOLS.NYC.GOV](mailto:BBYE@SCHOOLS.NYC.GOV)

**Superintendent:** ELAINE LINDSEY

**Network Leader:** CINDY 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
Bridgit Bye	*Principal or Designee	
Samantha Adams	*UFT Chapter Leader or Designee	
Mayra Pena	*PA/PTA President or Designated Co-President	
Felicita Reyes	DC 37 Representative, if applicable	
Joyce Guevarra	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Estefania Sosa	CBO Representative, if applicable	
Bill Delacruz	Member/ Student	
George Badia	Member/ Assistant Principal	
Adrys Lendoff	Member/ Parent	
Monica Rosario	Member/ Parent	
Hilda Ayala Delgado	Member/ UFT- Secretary	
Thomas Erickson	Member/ UFT-Guidance Counselor	
	Member/	

\*\*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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

**By the end of the 2013-2014 school-year, 100% of teachers will incorporate language development in their units and activity guides through specific language outcomes and multiple opportunities for pragmatic participatory competence.**

### **Comprehensive Needs Assessment**

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

After looking at units, activity guides, NYSESLAT results and Common Core State Standards, it was determined that we needed to incorporate language outcomes and multiple opportunities for pragmatic participatory competence in order to improve verbal and written academic English language.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. All activity guides will allow students to hear and learn language more naturally from examples of content and age-appropriate language produced by other students and by teachers in content-rich and discourse -rich subject-area classrooms.
2. Students will be provided with opportunities for developing their comprehension of the English language, and will use Spanish and their emerging
3. English to engage in the learning of science, mathematics, social studies and language arts
4. Teachers will incorporate Q-Tel strategies in their lessons.

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

1. Teachers
2. Principal
3. Assistant Principal,
4. International Network for Public Schools
5. CFN 106

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

1. Submission and revision of artifacts: unit plans, lesson plans, activity guides
2. Classroom observations
3. NYSESLAT results
4. Comprehensive Regents Examinations
5. ELA Performance Exams
6. Journals
7. Portfolios presentations

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

1. 1. September 2013 to June 2014

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

1. Professional Development
2. Inter-disciplinary Team meetings
3. Departmental meetings

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent workshop conducted by Parent Coordinator will focus on supporting students with writing and math skills.
- Subject to parent interest and availability, an English as a second language class will be offered to parents.
- Teachers meet with parents and provide progress reports to apprise parents of student progress in achieving learning outcomes

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

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<b>By the end of the 2013-2014 school- year, 100% of teachers will incorporate various types and levels of questions into their activity guides and in their classroom teaching, in order to help our English Language Learners realize opportunities to listen critically, build upon others' ideas, articulate their own ideas and confirm their understanding</b>

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After looking at classroom instruction through the lens of the Danielson's Rubric, Regents Results, Unit Plans, Activity Guides and Lesson Plans and the new demands of Common Core State Standards, it was determined that we needed to incorporate various types and levels of questions into the classroom instruction. In order to produce extended oral discourse: increase oral language development

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Create activities and opportunities for students to engage in individual, small group and whole-class discussions that move beyond traditional initiation-response-evaluation structures to bridging discourses that encourage our English Language learners to produce extended oral discourse.</li> <li>2. Develop collaborative tasks that require effective and linguistically rich discussions</li> <li>3. Allow our English Language Learners to collaborate in Spanish as they work on tasks and questions to be completed in English.</li> <li>4. Monitor and assess student's ability to engage in these tasks and will support students by offering a wide variety of classroom discourse structures.</li> <li>5. Teachers will inter-visit classes</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Team Leaders</li> <li>3. Principal</li> <li>4. Assistant Principal</li> <li>5. CFN 106</li> <li>6. International Network for Public Schools</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Classroom observations</li> <li>2. Regents Results</li> <li>3. NYSESLAT Results</li> <li>4. Assess the alignment, rigor and quality of the lesson plans, units and activity guides</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013 to June 2014</li> </ol>

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

1. Professional Development
2. Common Planning Time by Disciplines and Inter-disciplinary teams

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent workshop conducted by Parent Coordinator will focus on supporting students with writing and math skills.
- Subject to parent interest and availability, an English as a second language class will be offered to parents.
- Teachers meet with parents and provide progress reports to apprise parents of student progress in achieving learning outcomes

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

**Goal and Action Plan #3**

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

***Annual Goal #3***

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

**By the end of the 2013-2014 school- year, the average daily attendance will increase from 81% to 85% as measured by the average daily attendance**

***Comprehensive Needs Assessment***

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

After looking at t attendance data and procedures, it was determined to create an attendance plan in order to increase our daily, weekly and monthly attendance rates.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

**Teachers**

- Teachers will record accurate daily attendance; if students arrive late they will record their lateness on the bubble sheets. If a student is absent two consecutive and five non-consecutive days, they will contact parents and have a private conversation with the student regarding their absenteeism. This information will be logged in Daedalus. If absenteeism continues, the Parent Coordinator will be informed in order to arrange Parental Conference.
- At the end of the day, teachers will review "Absent List" (in mailboxes). They will make changes, sign and put in the A.P. s' mailbox. **Attendance Coordinators**
- Scan Attendance Data
- Make revisions according to information provided by teachers and parents.
- Print and share periodic reports with other members of the Attendance Team
- I-log parents contacts with Main Office
- Organize by-weekly attendance meetings and invite team leaders as needed.

**School Counselors**

- Will meet with students with open 407 and I-log interventions.
- Will meet with parents referred by the Main Office; address the attendance and lateness problems, and I-log interventions.
- Will initiate referrals (PIF) Preventive Services as needed.

**Parent Coordinator**

- Will check blue cards and keep updated telephone and address records.

- Will invite parents to meet with student's counselors. Parent Coordinator will I-log outreach efforts and other important information.
- 

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

1. Teachers
2. Attendance Coordinator
3. School Counselors
4. Attendance Teacher
5. Parent Coordinator
6. Principal
7. Assistant Principal

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

1. Weekly attendance reports
2. Daily attendance and cutting reports
3. Weekly attendance meetings
4. Students' progress reports
5. ATS reports-407, RISA, RCUA and others

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

1. September 2013 to June 2014

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

1. Weekly attendance meetings
2. Parental conferences as needed
3. Attendance Discussions among teams
4. Professional Development
5. Automated phone calls

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent workshop conducted by Parent Coordinator will focus on supporting students with writing and math skills.
- Subject to parent interest and availability, an English as a second language class will be offered to parents.
- Teachers meet with parents and provide progress reports to apprise parents of student progress in achieving learning outcomes
- College Awareness workshops

***Budget and Resource Alignment***

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

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

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

### 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>	Targeted Academic Intervention Classes 2X per week After-School tutoring 4X per Week	Small Group and One on One	During the school day After School Saturday
<b>Mathematics</b>	Targeted Academic Intervention classes 2X per week Before and After School Preparatory class 4 times per week	Small group Tutoring One on One	During the School Day Before School Day After-School Day Saturdays
<b>Science</b>	Targeted Academic Intervention classes 2X per week Small Group Tutoring 4X per week	Small Group Tutoring One on One	During the School Day After-School Saturday Academy
<b>Social Studies</b>	Targeted Academic Intervention classes 2X per week Tutoring 4 times a week	Small Group Tutoring One on One	During the School Day After-School Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Individual Counseling and parental outreach	One on One	During the School Day After-School Saturday Academy

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

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

At Pan American International High School at Monroe we ensure that we have HQT through our consistent Professional Development Plan. Teachers have an hour and a half of Professional Development built into their schedules. We have elected a Professional Development committee made up of Interdisciplinary teachers who brainstorm, survey, and select professional development topics. Among the topics we have covered are:

- Classroom management strategies
- Working with the Internationals rubric
- Common Core Alignment to the curriculum
- Data driven instruction
- Protocols for the analysis of student work
- Formative and Summative Assessments strategies
- Rigorous Curriculum Design
- Differentiation and Scaffolding

Another key component of our Professional Development Plan is allowing the teachers time, within their schedules, to plan both with their interdisciplinary teams and with their own disciplines. This is a trademark of the internationals schools and allows teachers to grow professionally while sharing best practices. It also creates a culture of learning and support for our teaching community.

We also participate in Professional Development with the International Network for Public Schools which allow our teachers to develop and share best practices for rigorous instruction for English Language Learners. The International Network for Public Schools has created a crosswalk of their rubric and the Danielson's rubric.

In addition, Title 1 5% set aside is used for course reimbursement for teachers who need additional course work or are interested in becoming certified in high need areas.

- Teachers are actively recruited through New Teacher Finder, recruitment fairs, and relationship with I-start program
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.

**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).

Teachers, Assistant Principal, Principal and staff participate in an ongoing Professional Development provided by: the International Network of Public School

- CFN 106
- Office of English Language Learners
- Aida Wailqui
- Q-Tel

- Facing History
- New York City Writing Project

During the professional development sessions, teachers and staff explore how to enable the students in particular the English Language learners to meet Common Core Standards.

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title Funds, Title III, Title III Immigrant, and DYO Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

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

**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.

The MOSL Committee analyzed and discussed appropriate assessment measures for the entire school. In addition, they surveyed the teachers in order to receive feedback about the correct assessments to choose. . Professional Development was provided during school year 2012-13 and school year 2013-14. All teachers participated in an one- on-one conference about their particular circumstances and data. After, this conference the appropriate assessment measure was selected. .

**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).

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# Pan American International High School at Monroe

1300 Boynton Avenue, Bronx, NY 10472

Bridgit Claire Bye, Principal

Phone (718) 991-7238

George Badia, A. P.

Fax (718) 991-7872

New York City Department of Education

Affiliated with Internationals Network for Public Schools

In Partnership with South Bronx Overall Economic Development Corporation

## Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
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>12</b>	Borough <b>Bronx</b>	School Number <b>388</b>
School Name <b>Pan American International HS at Monroe</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>Bridgit C. Bye</b>	Assistant Principal <b>George Badia</b>
Coach <b>Alison Koffler-Wise</b>	Coach <b>Rona Armillas</b>
ESL Teacher <b>Travis Combs</b>	Guidance Counselor <b>Thomas Erickson</b>
Teacher/Subject Area <b>Mary Pollack/Science</b>	Parent <b>Mayra Pena</b>
Teacher/Subject Area <b>Jessica Kelly/ESL/SS</b>	Parent Coordinator <b>Estefania Sosa</b>
Related Service Provider <b>None</b>	Other <b>Hilda Delgado/Secretary</b>
Network Leader(Only if working with the LAP team) <b>Cyndi Kerr</b>	Other <b>Clelia Nolasco/NLA</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>7</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>6</b>	Number of teachers who hold both content area and ESL certification	<b>5</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>5</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>407</b>	Total number of ELLs	<b>385</b>	ELLs as share of total student population (%)	<b>94.59%</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>														
Discrete ESL class										103	77	188	17	385
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	103	77	188	17	385

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	385	Newcomers (ELLs receiving service 0-3 years)	337	ELL Students with Disabilities	6
SIFE	100	ELLs receiving service 4-6 years	41	Long-Term (completed 6+ years)	7

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	337	85	6	41	13	0	7	2	0	385
Total	337	85	6	41	13	0	7	2	0	385

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
SELECT ONE														0
SELECT ONE														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										103	77	188	17	385
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	103	77	188	17	385

## 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)										100	62	78	3	243

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)										3	11	79	2	95
Advanced (A)										0	4	31	12	47
Total	0	0	0	0	0	0	0	0	0	103	77	188	17	385

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					0
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									0
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	104		45	
Integrated Algebra		119		98
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science		132		9
Living Environment		98		65
Physics				
Global History and Geography		91		57
US History and Foreign Language		105		47
Government				
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)	69	69	81	79				
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.

At Pan American International, we assess the early literacy skills using different assessments like DORA, the LAB-R in Spanish and English, and writing samples. The NYSESLAT data indicates that 97% of our 9<sup>th</sup> grade population are testing as beginners. The general trend seems to be that as students move through the grades, their literacy level improves but most of our students remain at the Intermediate levels. For example, in 11<sup>th</sup> grade, 42% of the students tested as intermediate while 16% tested as advanced. By 12<sup>th</sup> grade, those percentages increase so that 71% of the students tested as advanced and 32% became proficient. Additional, data indicates that in year 2012 only 2% of our school population was proficient, while in 2013 8% were proficient. We understand that every year will have a high percentage of beginners since 90% of our students are over-the-counter recent immigrants. Furthermore, 26% of our population is SIFE. 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?

Our LAB-R data indicates that 99% of our very new arrivals are beginners. Nearly all of these beginners scored 0 in listening, reading, and writing. After this, the most crucial pattern we see is one of improvement – the vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals approach employed at our school. Closer analysis of the NYSESLAT Modality scores reveals a disparity between the listening/speaking and reading/writing scores. In the 9<sup>th</sup> grade, most students score within the intermediate level for Listening/Speaking, but fall within the beginner level for Reading/Writing. This pattern continues in the 10<sup>th</sup> grade where the majority of students scoring higher in the Listening/Speaking category than in the Reading/Writing category. In 12<sup>th</sup> grade, the pattern of students scoring higher in Listening/Speaking, than Reading/Writing remains. As mentioned above, this data informs our curriculum and the need to continue to develop reading and writing skills though all content areas in addition to our after school programs.

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](#))

As mentioned above, the most crucial pattern is one of improvement from 9<sup>th</sup> to 12<sup>th</sup> grade and we expect this pattern to continue. According to the 2010-11 New York State Report Card, our students have a Performance Index (PI) much greater than the Annual Measurable Objectives (AMO) determined by the State. For example, our Limited English Proficient (PI) was 98 while the AMO was 87. Nevertheless, the disparity between reading/writing and listening/speaking on the NYSESLAT modalities indicates that all content teachers need to continue to develop reading and writing skills to help our ELLs make greater progress in literacy and we need to continue and expand our after school programs and extended learning opportunities to support the continued improvement of student literacy. Teachers work in interdisciplinary teams to develop and plan interdisciplinary projects that incorporate reading, writing, listening, and speaking skills. Each interdisciplinary team has ESL-certified teachers; in addition, each team has one teacher who is dual-certified in a content area and ESL. Furthermore, we have implemented new initiatives as journal writing across all content areas and specific language outcomes in all units.

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?

Our school, along with other schools in the Performance Standards Consortium, was granted the opportunity to develop DYO Formative Assessment tasks and rubrics. Student work produced is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. As students progress from 9<sup>th</sup> grade through 12<sup>th</sup> grade, they are less reliant on native language supports as their English comprehension improves. There is an overall pattern of ELL achievement improving over time. As a result of looking at these trends across grades, teachers emphasize reading and writing, build in scaffolds and supports, as well as differentiate texts for students. Teachers incorporate a variety of choices for students to demonstrate mastery. An

analysis of formative assessment scores and ELA Regents performance has shown a correlation.

In addition, we have incorporated pre- and post-assessments in each unit. These assessments provide meaningful data that allow us to make decisions and revisions to our project-based curriculum. All the students that need extra support are provided in small class setting during their school day. Also, the students take additional classes and tutoring during the after-school program and on Saturdays.

At Pan American we focus on developing literacy in their native language since we believe that through the native language the students learn main concepts and skills and then transfer them to the second language. Our curriculum includes four years of Spanish, taught by native speakers of Spanish, with an emphasis on literacy at all levels, and four years of English, Social Studies, Science and Math using integrated, content-based ESL methodology. Both literacy instruction and explicit language instruction are incorporated into each of the content areas. All content-area teachers have been trained on an ongoing basis in literacy and language instruction through a series of professional development workshops offered by the Internationals Network for Public School, Quality Teaching of English Language Learners (QTEL), other providers, and our own faculty. The math class and the Spanish (Native Language Arts) class for 9th and 10th graders are conducted in Spanish. In 11th grade, the Spanish NLA class is the only class in Spanish, and remains focused on developing and enhancing students' native language reading and writing ability. In 12th grade, the students take AP Spanish literature if they have already passed the English Regents. Students who still have not passed the English Regents, many of whom include our SIFE students, will take an extra English literacy class and will have the opportunity to further develop their Spanish literacy after school in our extended day program.

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](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

As part of the Internationals Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:

- 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.

Based on the Internationals Approach, students' backgrounds are viewed as assets in the classroom. At Pan American International at Monroe where all students speak the same language, Spanish, native language instruction plays an integral part of our curriculum, literacy and scaffolding. Native language classes are part of our students' program for four years. NYSESLAT and LAB-R information is shared with the students' teachers. Teachers take this data into account while planning instruction. In addition, to the NYSESLAT and LAB R data, we analyze data from DY0 assessments, Pre and Post assessments for every unit, Progress Reports and Regents Mock examinations. 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:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

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

- Graduation rate increased by 14%.
- Course pass rate for all grades at about 90% or higher
- Algebra Regents passing rate rate for 2012-14 87%
- Current Attendance rates - above 85%
- Learning Environment Survey – student results/parent results/teacher results: Our Learning Environment Survey is both above the city-wide average, and has increased from last year, in each of the four domains: academic expectations, communication, engagement, and safety and respect.
- Dropout rate
- Student anecdotes

School Progress Report data

According to the 2010-11 New York State Report Card, our students have a Performance Index (PI) much greater than the Annual Measurable Objectives (AMO) determined by the State.

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

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS	Clelia Nolasco	Licensed teacher
HLIS/LAB-R	Zebo Pirmukhamedova	Testing Coordinator-ESL
Spanish LAB	Maria Sosa/Clelia Nolasco	Licensed Spanish teachers.
Formal initial assessment in literacy, math, English	All classroom teachers	Licensed ESL and/or content area teachers

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.

Clelia Nolasco (Spanish teacher) is responsible for taking the following steps:

- Parents of new enrollees are shown the parent orientation video in Spanish, when they enroll their child. A licensed pedagogue who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- All parents are invited to attend any of a series of meetings to view the parent orientation video and ask questions about the options. Staff members who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support. An administrator attends the meetings.

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

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

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents are referred to our school by OSE because they request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program. In addition, we offer Native language support throughout the four years of high school.

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

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

The program models at our school are aligned with parent requests.

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.

Parents are invited to informational sessions.

Parent received a conference about 3 types of programs, Transitional Bilingual Program, Dual Language and Free Standing ESL. Video is shown.

Letters and flyers are given to the parent.

The process is described in question number one.

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 [\[see tool kit\]](#).)

After the orientation, parents complete a program choice survey. At that time all forms are collected. All parent surveys and program selection forms are stored in the students' permanent files in the main office. Our parent coordinator also maintains copies of the forms. A check list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not been submitted, individual calls, in Spanish members are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come into school to meet with the Bilingual Counselors and complete the form. The guidance counselors ensure that continuous entitlement letters are sent home in subsequent years. Within ten days of enrollment, the student is given the LAB-R by our literacy coach. Students who have already opted in to the ESL program are given continued entitlement letters at the beginning of the school year and copies of these letters are kept by our parent coordinator.

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.

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL and ESL. The ELPC screen is updated in ATS within 20 days of selection.

Pan American International HS honors parent's choice.

All telephone calls, newsletters, progress reports and other correspondence are in Spanish. Our staff, secretary, community assistants, principal, assistant principal, guidance counselors and parent coordinator are bilingual. In addition, parents participate in different cultural activities, theater productions, ESL classes, festivals, and workshops.

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 the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers and test coordination is done by our literacy coach. 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.

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

Therefore, the program models at our school are aligned with parent requests. Parent Choice letters are collected and analyzed each year by the parent coordinator to determine trends. Our parents overwhelmingly select ESL as the program of choice, thus our parent choice and program offerings are completely aligned.

## 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])?
    - a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art, Spanish and Physical Education) who work to plan instruction for groups of approximately 100 students.
    - b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 65 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 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. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 20-22 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.
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 are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 65 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 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. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 20-22 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Students are required to take Spanish native language arts classes throughout their 4 years at Pan American International High School. Teachers do pre- and post-assessments each unit as well as formative and summative assessments throughout the year. Each unit teachers provide students with a progress report and the assess end of unit project that is assessed by a specific rubric and kept track of in a binder.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

All teachers understand that language acquisition must occur in all four modalities, meaning listening, speaking, reading and writing. Teachers work in collaborative teams with two or more licensed ESL teachers on each team, so these ESL teachers help the content teachers through the common planning of curriculum. Also, all content teachers have attended ELL specific professional development through QTEL, WestEd or INPS to ensure their understanding and give them tools to teach to all four of these modalities. Through the INPS core principles of collaborative and experiential learning, teachers make sure sure that students acquire new language through speaking and listening. With Common Core professional development, teachers also ensure students acquire language through reading and writing. Finally, all students work on portfolio projects for each class which incorporate all four language learning modalities. These projects include written pieces, as well as presentations. The

initial written piece serves as a diagnostic and can then be compared with the following formal and informal writing pieces over the course of the year to evaluate and understand students' progress over the course of the year. Formal and informal assessments are conducted multiple times over the course of the year. Thus, all four modalities are appropriately evaluated.

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 service 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).

Heterogeneity is one of the Five Core Principles of the International Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms; while these instructional strategies benefit all students, they also can be specifically targeted to meet the needs of ELL subgroups:

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.” This benefits Former ELLs and Long-term ELLs as students have the ability to select assignments appropriate to their levels. This is of particular importance to this subgroup of ELLs who crave high-interest tasks that are scaffolded to support their language development.

- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Having a variety of texts at different reading levels available benefits both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.

- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text. Jigsaw readings are beneficial for SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs, and former ELLs as students strengthen their reading, writing, speaking, and listening skills in order to interpret the text, record the group’s discussion and then share the information back with their jigsaw group.

- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project. SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs and former ELLs benefit from collaborative group projects as students work together to navigate the problem and come up with creative ways to share their solution, oftentimes through the use of technology to aid in communicating their ideas. Paste response to questions here:

In addition, to the differentiated instruction all students at Pan American International receive, former ELLs receive the same support services as our current English Language Learners. Former ELLs up to 2 years receive special testing accommodations for example; time and half, bilingual glossaries, and translations and interpretation services.

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?

Instructional strategies and materials are selected to provide access to academic content areas and to accelerate English language development for our ELL-SWDs. Informal and formal evaluations at the beginning of the school year as well as conversations with the students' previous teachers help to inform teacher of their students' ability levels. Based on this data, teachers select instructional strategies and resources tailored to their students' needs. Through implementation of a highly differentiated curriculum, all students are assigned appropriate tasks tailored to their ability level allowing them to access the material. Teachers provide students with a variety of resources including leveled texts, video clips, and other visuals to aid students in accessing the information. All projects culminate in presentations of work to peers and, when possible, to outside guests. Therefore, in the completion of projects, students utilize all 4 language modalities, which aids in acceleration of English language development. Curriculum is all teacher-generated to best meet the various ability levels present in the classes. Teachers submit common core aligned curriculum maps which are shared with their colleagues for peer feedback and review. Technology is used in all classes for presenting projects, researching topics and final presentations, thus technology is key for communication, negotiation of content and presentation of knowledge. All ELL-SWDs are provided with appropriate support to ensure their growth and development. Our special education teachers meets regularly with the teachers and the students to provide support and track their improvement.

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?

Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with their non-disabled peers; they are only removed from their inclusion classes in the mornings before school for individual support. They also receive push-in support from their special education teacher if needed. Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes. Paste response to question here:

**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:	Spanish		
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**

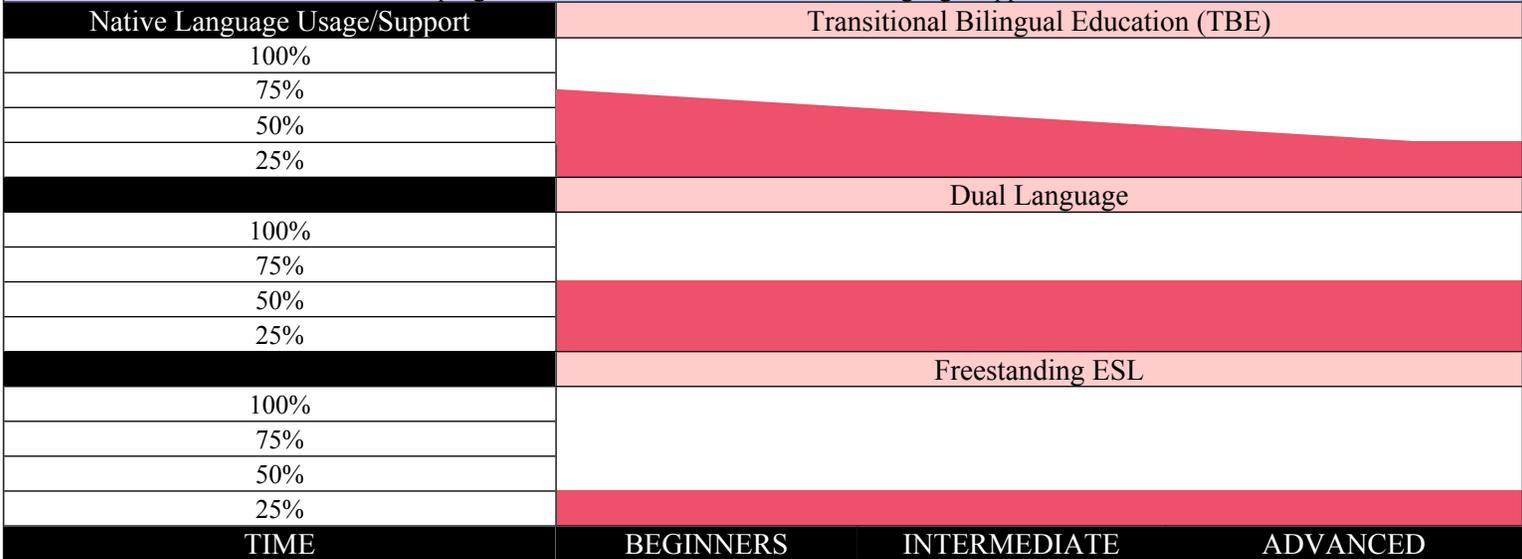
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.

Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotes. Teachers facilitating these programs utilize the “Internationals Approach”:

- Individualized and Small Group After School Tutoring for all content areas— four times a week students are encouraged by teachers, guidance counselors and administrators to attend after school tutoring. These tutoring sessions strengthen students’ literacy and numeracy skills as students receive individualized assistance with homework assignments.

- Math Support Class – twice a week for one hour, targeted students work with their math teachers to improve numeracy skills before the regular school day.

- English Support Class – once a week for one hour, targeted students meet with an English teacher completing projects designed to improve their literacy skills.

Social Studies --twice a week for one hour, targeted students meet with an Global or US History teacher completing projects designed to improve their literacy skills and learn historical concepts.

Science-- twice a week for one hour, targeted students meet with a Living Environment or Earth Science teacher completing designed to improve literacy skills and concepts.

- Saturday Academy- SIFE students receive numeracy and literacy support classes. All students attend additional Regents preparation classes, and elective classes as Immigrant Writing, Geography and World Civilization, Social Justice and Latinos in NYC, Applied Sciences, and others.

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

These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation.

Furthermore, students in these clubs speak English helping their language development. The effectiveness of these programs is measured through analysis of participants’ grades, attendance, informal/formal assessments in the programs and teacher anecdotes.

In addition, instruction in all content areas is delivered in a small class setting. Teachers provide scaffolded lessons where students

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

A revised, vertically aligned, comprehensive college advisory program. New interdisciplinary after-school classes for credit recovery. Personalized student binders that track student pre- and post- assessments, portfolio and DY0 assessments.

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

None.

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

At Pan American International is 100% English Language Learners or Former English Language Learners, therefore all students participate from College Awareness and Readiness Curriculum, Cultural Trips, Technology in the classroom and at home, Tutoring After School and on Saturdays.

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

Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Since all of our students are multi-lingual, they are encouraged to use their native languages whenever possible to aid in communication with their peers or to aid in

understanding of the content. When possible, teachers incorporate native language materials into the curriculum based on the students' needs and ability levels. Some examples include:

- QTEL Institute curricula
- New York Writing Project
- Facing History, Facing Ourselves
- Boardwalks
- Open Doors TDF
- Brain Pop! Videos in multiple content areas in English and Spanish
- Metropolitan Museum of Art
- Tribeca Film Festival
- Technology- school has 1:1 laptop computers
- o iMovie, Final Cut Pro (digital video cameras)
- o Powerpoint
- o MS Word, Excel, PowerPoint

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

All of our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of literary and informational texts from which our students can choose. Students take advantage of these resources several times throughout the day.

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

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

We use a wide array of resources in our school including teacher-made materials, textbooks 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.

Students are placed in heterogeneous groupings to foster second language acquisition. Students are assigned an advisor who checks in and conferences with the student. Students are also encouraged to come to school for Saturday Academy.

18. What language electives are offered to ELLs?

Spanish NLA, AP Spanish Language, AP Spanish Literature

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)?

N/A

## 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.

Professional development for all staff (teachers, counselors, parent coordinator, secretaries, Assistant Principal and Principal) at Pan American Int'l @ Monroe is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

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

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

In addition, to the professional development described above. The teachers will participate in professional development to support them in delivering Common Core-aligned instruction. This professional development will be provided by CFN, Office of English Language Learners, International Network for Public Schools and other agencies.

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

All professional development at our school is focused on ELL training since the 99% of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional

development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of 120 hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including inter-visitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities. ste response to questions here:

## **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?

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

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

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

3. How do you evaluate the needs of parents?

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

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

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

## **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: Pan American International HS**

**School DBN: 12X388**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bridgit C. Bye	Principal		1/1/01
George Badia	Assistant Principal		1/1/01
Estefania Sosa	Parent Coordinator		1/1/01
Jessica Kelly	ESL Teacher		1/1/01
Mayra Pena	Parent		1/1/01
Nolasco Clelia	Teacher/Subject Area		1/1/01
Mary Pollack	Teacher/Subject Area		1/1/01
Rona Armillas	Coach		1/1/01
Alison Koffler-Wise	Coach		1/1/01
Thomas Erickson	Guidance Counselor		1/1/01
Cindy Kerr	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: **12X388** School Name: **Pan American Intenational HS**

Cluster: **1** 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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: 100% Spanish

All written correspondence between the school and students' families is provided in Spanish, which is the common native language among all the parents. The majority of our school personnel including the Principal, Assistant Principal, Guidance Counselors, Parent Coordinator, most teachers, and secretary are bilingual or have Spanish language proficiency. All correspondence and telephone calls are in English and Spanish.

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, International Festival).
- c. Letters of concern about students' academic performance and behavior.
- d. Letters of congratulation praising student performance and behavior.
- e. Progress Reports
- f. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school

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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: 100% of our parents and families prefer communications to be in Spanish both in writing and orally. Findings were reported at the first PTA and SLT meetings. Bilingual personnel is always available for all meetings and conferences for example:

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

## **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.

All written correspondence between the school and students' families is provided in Spanish. All documents are translated into Spanish.

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Theater Night, Culture Day, Field Day, etc.)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school
- f. School Progress Reports
- g. Translated Bill of Parents Rights and Responsibilities
- h. Safety Plans

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

All translation services are provided by in-house school staff. Most of our staff is bilingual. All the following meetings are conducted in Spanish and English.

- e. Open School Night, Family Association Meetings, SLT meetings and other evening school events.
- f. Discipline meetings with the administration.
- g. Meetings with teachers about their children's academic performance.
- h. Enrollment of new students in our school.

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>.

At Pan American International High School at Monore all documents are provided in Spanish and English. All meetings with parents are conducted with Spanish speaking staff members present.



## Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Maria Broughton

Borough: Bronx District: 12 School Number: 388 School Name: Pan America Int HS

Cluster Leader: Douglas Knecht Network Leader: Cyndi Kerr Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/after school and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Parent Activities</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Budget</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: <u>12.06.2012</u> Senior ELL CPS: Maria Broughton  Additional Comments:		