



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

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

**24Q296**

**School Name:**

**PAN AMERICAN INTERNATIONAL HIGH SCHOOL**

**Principal:**

**MINERVA ZANCA**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Pan American International High School School Number (DBN): 24Q296  
School Level: High School Grades Served: 9-12  
School Address: 45-10 94<sup>th</sup> Street, Elmhurst, NY 11373  
Phone Number: 718-271-3602 Fax: 718-271-4041  
School Contact Person: Minerva Zanca Email Address: mzanca@schools.nyc.gov  
Principal: Minerva Zanca  
UFT Chapter Leader: Carlos Acevedo  
Parents' Association President: Gilberto Gomez  
School Leadership Team Chairperson: Minerva Zanca  
Student Representative(s): Brianna Morales, Debbie Mendoza, Sandra Cardona, Juamild Fermin

**District Information**

District: 24 Superintendent: Juan Mendez  
Superintendent's Office Address: 30-48 Linden Place, Flushing NY, 11354  
Superintendent's Email Address: Jmendez2@schools.nyc.gov  
Phone Number: 718-281-7696 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: Cluster 1 Cluster Leader: Chris Groll  
Network Number: CFN 106 Network Leader: Vivian Orlen

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Minerva Zanca	*Principal or Designee	
Carlos Acevedo	*UFT Chapter Leader or Designee	
Gilberto Gomez	*PA/PTA President or Designated Co-President	
Lissette Burgos	DC 37 Representative, if applicable	
Brianna Morales Debbie Mendoza Sandra Cardona Juamild Fermin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kristin Donnelly	Member/ UFT	
	Member/ UFT	
Rosa Freire	Member/ Parent	
Carmela Cortez	Member/ Parent	
Mayra Martinez	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
4.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
5.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
6.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
7.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
8.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
9.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

10. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
11. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
12. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
13. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
14. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
15. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Pan American International High School is part of the Internationals Network of Public Schools. We exclusively serve students who have been in the country less than 4 years and are from Spanish-Speaking countries. PAIHS has 380 students in grades 9 – 12, 89% of who are classified as English Language Learners, and 100% of who are Latino. 85% of our students are eligible for free lunch. 38% of our students are over-aged and under-credited. (School Quality Guide).

As a member school of the Internationals Network for Public Schools (INPS), the school follows a pedagogical model to support the needs of ELLs. The school is organized around five principles:

- Heterogeneity and collaboration. Our students work in mixed-ability groups, and 9th and 10th grade classes are combined. Students have meaningful opportunities to read, write, speak and hear English across the curriculum.
- Experiential learning. Instructional units, which are thematically and interdisciplinary aligned, are organized around the completion of projects. Project-based learning gives students the opportunity to engage in authentic language tasks and take ownership of their learning.
- Language and content integration. To support the needs of our English Language Learner (ELL) population, all of our classes teach ESL and content. Units are both vertically aligned by grade level and planned on an interdisciplinary basis.
- Localized autonomy. PAIHS (Pan American International H.S.) teachers work in teams to plan, write, and reflect on curriculum that meets the needs of our student population. Teachers are empowered to make choices to design a curriculum that meets the needs of ELLs, promotes student engagement and academic rigor, and is relevant to the academic and cultural backgrounds of students. In addition, teachers take significant leadership roles and “wear many hats.” The leaders of each instructional team and discipline (content area) team meet weekly with other school leaders as the Cabinet, and this way all teachers have a voice in school policy decisions. This has promoted a culture of trust, collaboration, shared accountability, and continuous leadership.
- One learning model for all. As we ask our students to work collaboratively in teams, teachers also work collaboratively in teams. As our students complete a portfolio, our teachers also complete a portfolio.

This year, PAIHS received a waiver from the State Department of Education as part of a three-year pilot. In lieu of the social studies and science Regents exams, students must complete graduation portfolios in English, Science, Social Studies, Math, and Native Language Arts (Spanish). Students will be graded according to a rubric jointly developed with other pilot schools. This year, PAIHS is supporting extensive professional development both in school and outside of school to support teachers in understanding the rubric as well as in mentoring and supporting students so that they can do graduation-worthy work in all content areas.

Because our school serves a high-need population, we provide our students with extensive academic and social support so that they can graduate college-ready within four years. Our school has an after-school program each day for two hours that includes academic and recreational activities. Urban Arts is an integral partner in providing academic Regents support classes Monday – Friday and 4 hours on Saturday in the areas of Math and ELA.

Overall the strengths of our 2013-2014 were significant. One of our main focus areas was to provide our ELL students greater access to curriculum that was common core aligned and would therefore help them become career and college ready. To this end, we made some strategic programming decisions and targeted Professional Development for our teachers to help them develop more rigorous instruction, which follows a specific project-based instructional model. We supported teachers with the use and implementation of the Internationals instructional model. The Internationals

Model is a research-based instructional approach with over 25 years of successful results in helping ELLs acquire English Language skills and academic success. Our parent participation rate continued to increase as evidenced by higher attendance in PA meetings, parent workshops, school wide events and parent teacher conferences. Additionally, we increased our guidance personnel to include three full-time guidance counselors to more properly provide social-emotional support to our 380 students. Our attendance teacher worked closely with guidance and together provided interventions that enabled students with low attendance to take the necessary action to improve attendance and become more successful academically. Our students received an array of academic and social-emotional support through guidance and academic interventions.

Last year, our school made significant progress in our graduation rate. Every teacher adopted 3 seniors and checked in with them on a daily basis, sometimes several times a day, often conferencing in the hallway, in the cafeteria, or during a chance encounter on the stairs. This strategy proved to be successful. We showed an 8% increase by going from 42% four year graduation rate to a 50% 4 year graduation rate. These gains were partly due to the intensive support teachers gave to our seniors last year, and will continue to provide this year. In a collaborative effort, we also conducted several data based studies and item analysis action plans in order to address specific areas of need for our students. We added PM and Saturday school for all students who did not pass the Regents exams and conducted mock regents exams several times throughout the year.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

## 24Q296 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	382	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	4	# Drama
				6
# Foreign Language	10	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.9%	% Attendance Rate		87.3%
% Free Lunch	87.7%	% Reduced Lunch		2.5%
% Limited English Proficient	88.3%	% Students with Disabilities		2.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		N/A
% Hispanic or Latino	99.7%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.2	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		15.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	30.5%	Mathematics Performance at levels 3 & 4		33.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	89.6%	% of 2nd year students who earned 10+ credits		75.3%
% of 3rd year students who earned 10+ credits	78.1%	4 Year Graduation Rate		50.0%
6 Year Graduation Rate	66.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Curriculum and Rigor is the core of our school’s instructional focus which is: If teachers plan for rigorous authentic tasks/projects with scaffolds for academic language, then student work will reflect a college-level readiness in academic discourse and presentation.

On the (2013 – 2014) Quality Review, we received a score of Developing on 2 of the three instructional core strands. The Quality Review noted, “The school is in the process of fully aligning its curricula and instructional materials to the Common Core Learning Standards (CCLS) and their aim is June 2014, all teachers will have developed CCLS aligned curriculum as a means to ensure that students become career ready.”

We continue to work towards this goal. While we did successfully align all curriculum to the CCLS standards as evidenced by the curriculum that was submitted by all of our teachers prior to the beginning of the school year (2014-2015), Pan American International H.S. (PAIHS) teachers are working collaboratively toward incorporating projects and Rigor into the Units. Every Unit is reviewed by the administration and written feedback is provided on how to increase Rigor and (student) Collaboration in every unit. With the growing number of unaccompanied minors and students with interrupted education (SIFE) students, we must adapt and modify instruction regularly to meet the shifting needs of our student population. Data shows that these students have a greater need for scaffolding and literacy support in order to achieve the same levels of success. In order to increase our graduation rate above the current 50%, we know that we need to give a higher level of academic support and literacy instruction.

3.3: In order to address higher order thinking into our curriculum, administration conducted an extensive PD on how to incorporate DOK into daily lessons. Questioning is a primary focus of our daily walk-throughs and feedback that is given to teachers. The International Network for Public Schools (INPS) conducted a five session professional development (PD) series on incorporating language objectives into lesson to address the needs of our ELLs.

3.4. Each classroom is equipped with a Smart board and teachers are all provided with laptops and ipads. Almost every classroom is assigned a laptop cart that students can use for enhancing instruction. This year, we hired a full time Art teacher and are partnering with Urban Arts to provide our 9<sup>th</sup> and 10<sup>th</sup> grade students with an Art based Literacy class (Story Studio) once a week. Additionally, we have built partnerships with LEAD, TDF Scholarship and ARTE to provide our students with a well-rounded education through exposure to Broadway, Museums and many more venues.

3.5 is another area we began addressing last year and continue to work on this year. Data has become the foundation for our math department. The math team is analyzing past Regents data to inform their instruction. It is being used to target standards that have not been mastered and create lessons that are differentiated for students various needs. The plan going forward is to incorporate ELA data as well as the portfolio projects rubrics into planning instruction in all content areas. Teachers are also using pre and post assessment data to plan their instruction based on need.

With the State issued ELL waiver, our students will now need to complete a portfolio in order to graduate. To prepare our students to complete and present a graduation worthy portfolio by senior year, we will begin the work in the 9<sup>th</sup> grade.

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, all 12<sup>th</sup> grade teachers will have implemented one project-based unit per content area measured by the Common Core aligned ELL waiver performance rubrics, as evidenced by 70% of students passing their graduation worthy portfolios.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Weekly grade level and content focused meetings	All Teachers	August 2014 – June 2015	Instructional Team Leaders and Administration
Weekly professional development sessions focusing on Project based instruction curriculum and design	All Teachers	August 2014 – June 2015	Principal, Assistant Principal, PD Coordinator, INPS, CFN
Peer intervisitations and peer review of projects and rubrics	All Teachers	August 2014- June	Administration, Teachers

		2015	
We have a portfolio committee team with one member from each grade level that meets daily to ensure project time-lines and to review content projects.	One teacher per content area and grade team.	August 2014-June 2015	Portfolio Team Leader

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We have built team meeting time into the school day. To accomplish our goals, teachers have assumed the following leadership positions during school and after school:

- Grade Team Leaders (4)
- Portfolio Committee team Leader (1)
- PD coordinator (1)
- Testing Coordinator (1)
- Literacy Specialist (1)
- Special Education Liaison (1)

In addition, we have created weekly professional development each week. This time is built into the schedule and supports teacher teams in creating and revising curriculum tailored towards ELLs.

1. Curriculum and staff development services will be purchased from INPS, Generation Ready, ATLAS, RIGOR, and PD Consultants for Layered Curriculum by Kathy Nunley. Support will be provided by CFN. (Title I/Priority Focus/SWP) [Per session will be provided. 26 teachers x 15 hours = 650 hours
2. Teacher per session will be provided for a group of teacher leaders that help to facilitate and coordinate interdisciplinary and content area teams (Title III LEP) [Per session will be provided. 5 teachers x 1hr. (mtg) x 30 sessions plus 1 hr. (prep time) x 30 sessions = 420hrs.
3. Per Diem substitute coverage will be provided for teachers participating in INPS intravisitations, and classroom intravisitations. (Tax Levy/FSF) [Per diem will be provided. 6 teachers x 10 days]
4. Per Diem substitute coverages or per session will be provided for teachers in order to reflect on their unit plans and implement feedback and revise. (Tax Levy/FSF) [Per diem and/or Per session will be provided. 26 teachers x 6 hours = 156 hours

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Our mid-point benchmark will be Monday, February 9<sup>th</sup>.

To monitor our progress, we will achieve these benchmarks by the mid-point:

- Each teacher will have completed one graduation worthy portfolio project in their class.
- At least 10 team meetings will be conducted
- Each grade will have at least one interdisciplinary unit that integrates language and content instruction and

provides support and scaffolding for ELLs.

- Each course will have one annual curriculum map and 3 units completed.

**Part 6b. Complete in February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- 5.2: In 2014-2015, the school has strengthened and developed partnerships with community based organizations, such as, Make the Road NY, Urban Arts, The Whitney Museum, Lincoln Center, Urban Ambassadors, The New York Immigration Coalition, John Jay College, The Theatre Development Fund, ARTE, and Internships in order to help students and their families adapt to a new culture, obtain legal and health services and develop literacy in their new language through service, internships, and the arts
- 5.3: The Literacy teacher, general education teachers, guidance counselors and related-service providers will create and carry out behavior intervention/modification plans for those students struggling socially or emotionally in the classroom. Additionally, the school has added an extra guidance counselor for a total of 3, and two social worker interns to provide 380 students with conflict resolution, crisis intervention, mediation, the college application process and referrals to outside agencies. The counselors meet with teacher teams on a weekly basis for “Kid talk” in order to tailor academic programs according to students’ needs.
- 5.4: In the 2013-2014 School Survey, parents, students and teachers strongly agreed that students feel safe in and around the school community. The Dean/Intervention Specialist, the guidance counselors and social worker interns engage the students in restorative justice, conflict resolution, peer mediation and community service. This year, Make the Road NY has partnered with a Faculty Advisor to facilitate the Gay Straight Alliance on Campus. Other after school clubs include the rubrics’ cube, theatre, chorus, jewelry-making, dance, and English conversation clubs.
- 5.5: The Principal has developed a Literacy program to help support all students during the school day, after school and on Saturdays. The Literacy teacher, the Special Education Teacher and co-teachers provide targeted intervention for designated areas of need (one-on-one and small group skills instruction, decoding strategies and fluency building programs during pullout and push-in sessions. The Administration and over

85% of the faculty were trained in the NYU Facilitative Leadership School Reform to enable them to work together in teacher teams to look at student work and student data in order to address students' individual needs and differentiate instruction to meet their needs.

**Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 10% increase of 11<sup>th</sup> and 12<sup>th</sup> graders who earn 10 or more credits as a result of academic, enrichment and social emotional targeted support services.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. A) Make The Road NY and The Immigration Coalition will provide social and legal services to our families.	All Students and their Families	Academic year 2014-2015	Principal, Assistant Principal, Teachers, CBOs and Network Support Staff
2. Urban Arts will provide teaching artists to co-teach with the 9 <sup>th</sup> & 10 <sup>th</sup> grade English teachers to engage students in learning and improve literacy. UA will also run an after school dance club and jewelry making club.	9 <sup>th</sup> & 10 <sup>th</sup> grade	Academic year 2014-2015	"
3. John Jay College will provide college student mentors to our students to help increase their interest in attending college, and develop their study skills.	10 <sup>th</sup> grade	Academic year 2014-2015	Administration, CUNY & INPS
4. Urban Ambassadors will mentor students and help develop their leadership and study skills through a series of workshops and retreats.	male students	Academic year 2014-2015	Administration, CBO
5. The Whitney Museum will provide yearlong internships at the museum for students interested in art.	art students	Academic year 2014-2015	Administration, Whitney Museum
6. Lincoln Center's LEAD program will work with our 12 <sup>th</sup> grade ELA teacher to help develop our students' analytical and speaking skills.	12 <sup>th</sup> grade		
7. The Open Door to Broadway will invite 8 students to view one play a month, visit with the actors and then join a discussion group to analyze plot, characterization and other elements of drama.	students interested in theatre	Academic year 2014-2015	Administration, Stage Door

<ol style="list-style-type: none"> <li>Staff will receive targeted professional development and training around relevant and appropriate Literacy intervention and behavioral support strategies.</li> <li>All students will be provided with translated documents for key pieces such as reading logs and goal-setting contracts (both academic and social/emotional). A student may complete these documents (including math journals) in his or her native language until he or she is fluent enough to write in English.</li> <li>Bilingual staff will ensure that all school notices are translated into native languages, primarily Spanish, and that online messages are posted in both English and Spanish.</li> </ol>	<p>Whole Staff</p> <p>All students and families</p> <p>Bilingual Staff Translation Unit</p>	<p>Academic year 2014-2015</p> <p>“</p> <p>“</p>	<p>Principal, Assistant Principal, Teachers and Network Support Staff</p>
<ol style="list-style-type: none"> <li>Preventative measures have been implemented to ensure that the school community is safe and conducive to learning.</li> </ol> <p>1. Afterschool clubs have helped to develop students’ skills and talents. Students’ self-confidence and sense of accomplishment has soared.</p>	<p>Dean, counselors, social work interns</p> <p>Teachers &amp; Students</p>	<p>Academic year 2014-2015</p> <p>“</p>	<p>Principal, Assistant Principal, Teachers and Network Support Staff</p>
<p>1. Teachers use data to drive instruction to meet the needs of all learners including ELLs and SWD. Data sets include Regents Exams, NYSESLAT, Reading Plus, and Unit pre and post assessments.</p>	<p>Whole Staff</p>	<p>Academic year 2014-2015</p>	<p>Principal, Assistant Principal, Teachers and Network Support Staff</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teacher teams
  - school counselors
  - Teaching Artists
  - Administration and Team Leaders
  - CBO and partnership organization point persons
  - schedule adjustments/programming during the day and after school
- Full time Literacy Intervention Specialist (TL FSF)
  - Additional English Language development support will be offered to all at-risk students. (Title III/LEP)
  - Reduced class sizes available for targeting Literacy improvement for all students. Guidance support will be available. (Tax Levy/FSF) [1 Guidance Counselor x 40 hrs.]
  - Translation. (Title I SWP)
  - Translation. (Tax Levy)
  - Teacher per session will be provided for Saturday Academy instruction designed to support students’ academic progress. (Tax Levy) Per session teacher rate. 3 teachers x 4.5 hours x 12 sessions = 162 hrs., plus 3 teachers x 10 hours of prep = 30 hrs. Total: 192 hours. (TL FSF)
  - Urban Arts Fresh Prep Program for ELA January and May (18 session in January = \$8,586) (May – 44 Total Units - 130 hrs. 2 Meetings with Principal & Staff (2 X 2 hrs. = 4 hrs.), 2 Observation/Interview Sessions (6 Hours) 40 Student Instructional sessions (40 x 3 hours = 120) Total \$19,462)

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

7. Urban Arts and Lincoln Center teaching artists work with the 9<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grade English teachers on a weekly basis from October through June to integrate writing and theatre arts into literacy intensive ELA curriculum. All Community Partners will continue to provide our students with academic and college and career support throughout the year.
8. Literacy Intervention Specialist will address student needs on a daily basis from September through June. Teachers will provide students with opportunities to learn and showcase their learning in their home language on an ongoing basis. Notices will be provided to families in their home language on an ongoing basis.
9. Guidance counselors, Social Worker interns, Dean/Conflict Resolution Specialist, Social Worker, Attendance Teacher, Parent Coordinator and school staff will continue to promote maintain a positive school tone throughout the year by engaging students in school activities, community service, restorative justice and group activities.
10. Administration, guidance team and teachers review data on an ongoing basis to drive instruction and address the needs of students. Teachers receive PD on how to serve LEP students, SWD and students with SETTS needs on an ongoing basis. Annual reviews, triennials and more immediate reviews will be carried out in a timely manner throughout the academic year.

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 4 Statement of Practice (SOP) Addressed	HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Within our school we have “distributed leadership structure, providing all teachers with multiple opportunities to become leaders. These leaders meet weekly in the cabinet meeting to discuss classroom, student and school needs. Information from these meetings is shared by the leaders to the rest of the faculty through instructional team meetings, content meetings and in-house professional development. Faculty members also bring questions, concerns, and feedback to these teacher leaders, who will – in turn – share it with the cabinet team members.

On the 2013-2014 Quality Review, we received a Proficient in reference to how the school organizes staff time so that teacher teams can engage in thoughtful processes and informed decisions aligned to instructional goals leading to improved student progress in college and career readiness (1.3). Specifically the evaluator wrote, “Teacher teams engage in planning lessons, unpacking the new English language arts and mathematics programs and identifying areas that require further adjustments for their predominately English Language Learners population.”

Teachers demonstrate a strong commitment to the success and improvement of their classroom by:

- Planning for and teaching an extensive after-school and Saturday school program, which provides students with additional academic support as well as multiple opportunities to demonstrate proficiency.
- Conducting peer-observations using the Danielson Rubric to inform and improve instruction.
- Using data to inform instruction, including the collection of:
  - Unit baseline assessments post-assessments;
  - Weekly quizzes;
  - Classroom projects, graded according to a common content-area rubric and tracked across four years;
  - Baseline assessments, midterms, and final exams; and

- o Portfolio presentations and graduation portfolios.

In addition, faculty members regularly develop professional development workshops to address specific needs within our school.

- 4.2 – This year, teachers were required to submit their annual curriculum maps in August 2014. Teachers also submit unit plans 2 weeks prior to beginning a unit to receive feedback from administration on areas of strengths and growth. Teachers create goals with individual students in their classes that are addressed throughout the units.
- 4.3 – As a school, we have worked extensively on creating a toolbox of ELL strategies that teachers can pull from to incorporate multiple access points. INPS conducted a 5 part language and content integration PD for all staff to build language objectives into lessons.
- 4.4 This year we were able to hire a full time Dean that has implemented preventative measures for student behavior. With the help of the Dean and the interdisciplinary team meetings, teachers are able to have meaningful discussions around student growth and areas of strength.
- 4.5 All teachers use the Tuning Protocol to analyze student work to determine skills gaps and adjust curriculum accordingly and provide each other with feedback on proposed unit plans, projects and lesson plans.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of teachers will have shifted their instructional planning in their interdisciplinary teams to increase rigor and work closely with the guidance counselors to deliver a college readiness curriculum and increase visits to college campuses across all grades, as evidenced by a 10% increase of seniors applying to college for the 2015-2016 academic year.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All teachers will attend Professional Development provided through CFN, Internationals Network for Public Schools to help them design project-based curriculum that meets the needs of every student and enables them to access challenging curriculum In addition, there will be 3 coaches (CFN, INPS, and DOE) to help support teachers with implementation of the curriculum. Literacy and ESL certified teachers will team teach with teachers whose students need additional support.	Teachers	Academic year 2014 - 2015	Instructional Team Leaders, Coaches and administration
In order to share best practices, our teachers participate in intra-visitations and provide one another with warm and cool feedback. They also visit schools in the INPS organization and other DOE	All teachers and administration	Academic year 2014-2015	Instructional Team Leaders, PD Committee Liaison,

schools to observe successful instruction for ELLs.			INPS, DOE Talent Coach, Administration
An additional guidance counselor was hired for a total of three counselors for 380 students in order to provide individualized social emotional support for our students. A full time dean and two social worker interns were also added to the guidance department to prevent discipline issues and de-escalate any conflicts that may occasionally arise among students.	Dean, guidance staff	Academic year 2014-2015	Guidance Team and Administration
Teachers identify student needs, differentiate instruction and create multiple access points, track progress and evaluate efficacy of their strategies.	Teachers	Academic year 2014-2015	Instructional Team Leaders, Teachers, Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- INPS
  - CFN
  - DOE Talent Coach
  - Guidance counselors
  - Dean
  - Teacher Teams
  - Team Leaders
  - Administration
1. Per session provided for teacher team leaders to meet after school for vertical planning. [5 teachers x 1 hr. x 30 wks. plus 30 hrs. for planning = 300 hrs.] (
  2. Providing opportunities in the schedule for teachers to have common planning prep time. Per Diem Substitute coverages provided for teachers to meet with their mentees. [5 days]
  3. Providing registration and participant fees for external PDs that train guidance counselor in the college application/admission process (Title I/ PF)
  4. Per session provided for guidance counselors to conduct college awareness workshops for parents and students after school and on Saturdays. [1 Guidance Counselor x 40 hrs.] (Tax Levy/FSF)
  5. Per session provided for teachers to meet in disciplines and teams after school and Saturday to receive training on designing rigorous curriculum to support students with the development of higher order thinking (Tax Levy ) All monies related to professional development (Tax Levy, Title I PF, Title III LEP)
  6. Curriculum and Staff Development services will be purchased from INPS, to train teachers in the integration of the 5 tenets of the Internationals Instructional Model. (Title I, SWP, TL, FSF, Title III LEP, Title I Priority Focus)
  7. During the 2013-2014 academic year, Teacher per session will be provided for Before School, Extended Day, and Saturday instruction for academic and enrichment programs designed to support students’ academic progress. (4 teachers x 4 hours for 30 sessions = 482 hours)
  8. Targeted Curriculum and Staff Development will be made available for teachers who need additional support in developing quality instruction for English Language Learners. 40 hrs. (Title I PF/TL FSF/Title III LEP )

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 4. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 5. Specify a timeframe for mid-point progress monitoring activities.

- 6. All teachers will co-plan on a daily basis with team members to develop curriculum that engages our students in collaborative, project-based activities which help develop students' analytical, language and interpersonal skills, all skills that will help them to successfully transition into college and career. Immediate feedback is provided during team meetings when teachers use a protocol to look at student and teacher work. Administration provides feedback on unit plans. INPS will continue to provide professional development to our administration, teachers, PD coordinator and Portfolio Committee.
- 7. All teachers and administration participate in intervisitations and intravisitations from September through June in order to identify best practices and implement these strategies across our classrooms.
- 8. In early Fall, the 12<sup>th</sup> grade counselor will organize and carry out the college fair and career day in addition to overseeing the college application process. This will help students connect college majors to desirable careers and will increase the number of students applying to and attending college in the Fall of 2015. The College Counselor will host a series of ongoing workshops on the College Application Process for parents and students from October to May. The Guidance Team, including the Dean, social worker interns, attendance teacher and parent coordinator will continue to support children and their families all year.
- 9. All teachers meet daily for common planning, looking at student work, looking at teacher practice, and action planning with staff and administration to support students.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	I
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	I

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- 2.2: This year, the school received an ELL waiver, which exempts students from the social studies and Science Regents exams, and requires students to complete a rigorous portfolio project for each core subject in order to be able to graduate college and career ready. Projects will be aligned to the INPS (Internationals Network for Public Schools) Graduation Worthy Portfolio Checklist created by teachers from each of the schools in the Network. Students will present and defend their Portfolio Projects to a committee of visitors, teachers, administrators and peers. The graduation worthy projects will be evaluated with INPS Rubrics for each content area. Teachers have received extensive PD around norming, mentoring students, aligning projects to the common core learning standards and rigorous project-based instruction.
- 2.3: As noted in the 2013-2014 Quality Review, school leaders have established a teacher evaluation system that is aimed at supporting teachers with professional development and frequent evaluation cycles to support teacher development. Grounded in teacher assessment data analysis and viewing student work, the school selected questioning as an area of focus and has aligned feedback therein. For example, the feedback to teachers clearly captures strengths and challenges as well as aligns to teacher goals: “taking the text as a resource tool: using questioning connected to curriculum, while looking at the students’ individual work” was created as a standard protocol. All teachers receive informal classroom observations on a regular basis.
- 2.4: Teacher mentors and coaches from the CFN and INPS Network have been working closely with the teachers to support their work with project-based instruction and align curriculum using the Internationals Model (INPS) with

Danielson. There is feedback provided on curriculum and instruction and short term instructional goals are looked at and evaluated to enhance the next steps in a scheduled observation. This system supports the teachers in aligning their professional goals to adjust classroom strategies, lesson design and the curriculum to not only increase student achievement and work products, but to result in significant teacher growth.

4. 2.5: As noted in the 2013-2014 Quality Review, school leaders find it crucial to develop the basic skills of teachers as well as build in areas that are signature to the school. There has been extensive PD in the Internationals Model for all teachers. Peer visitations and visitations to other INPS schools are arranged on a regular basis to provide feedback for designated areas of need, i.e. skills instruction, so that teachers are able to share expertise with each other on the efficacy of the observed instruction and set new short-term instructional goals that they measure and evaluate together after the next scheduled visit. To support the teachers, school leaders have also customized a classroom observation form geared to various focus areas, taking into account student work, and aligned to the Danielson Framework for Teaching. These systems have strengthened the quality of feedback provided to teachers as well as assisted in generating a climate of quality support. Teachers are supported by peers and school leaders and provided with clear expectations of practice. Feedback is actionable, time-bound and prioritized, resulting in teachers' continued growth and development.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, the principal and assistant principal will have conducted at least 4-6 observations of each teacher with feedback that is targeted toward the instructional focus of the year.

(Instructional Focus: If teachers plan for rigorous authentic tasks/projects with scaffolds for academic language, then student work products will reflect a college-level readiness in academic discourse and presentation.)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The Principal and Assistant Principal will meet with the teachers for a goal setting/refining conference where teachers target 3 goals aligned to a research-based teacher effectiveness rubric and target action steps and measurable evidence of the goal. Teachers will be provided with Professional Development to help them meet their goals.	All Teachers	Academic year 2014-2015	Administration, Teachers
The Administration and teacher team leaders will meet with interdisciplinary and content area teams to review student and school data and design interventions for targeted students. Teacher teams will discuss best practices; develop instructional strategies based on data and plan instruction.	All Teachers and Teacher Teams	Academic year 2014-2015	Administration, Teacher Team Leaders

Each teacher will participate in a minimum of one classroom intervisitation and/or one school intervisitation with reflections; receive feedback on their goals through informal observations.	All Teachers	Academic year 2014-2015	Administration, Teachers
All teachers participate in end of year goal reflections in June 2014	All Teachers	Academic year 2014-2015	Administration, Teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>-Administration          -Portfolio Committee          -Internationals Network for Public Schools          -INPS coach          -CFN coach          -Teacher Teams          -Team Leaders</p> <p>1. Per session provided for teachers to meet in disciplines and teams after school and Saturday to receive training on curriculum mapping and planning (Tax Levy/FSF/PF) All monies related to professional development (Tax Levy, Title I PF, Title III LEP) (OTPS General Supplies) [Per session: 26 teachers x 6 hrs. x 6 days = 936 hrs.]</p> <p>2. Mentor Supervisor per session rate, and Mentor Teacher rate will be provided. (Tax Levy FSF) 3 Mentor Supervisors /8 teachers x 2hrs per week x 30 wks. = 480 hrs.] [2 Mentor Teachers /2 teachers x 2 hrs. per week x 30 wks. = 120 hrs.]</p> <p>3. Literacy Program/RIGOR (Title III LEP) [ \$ 10,000 ]</p> <p>4. Observations/ Coverages for teachers participating in Intravisitations. [3 days ] Per Diem will be provided. (Tax Levy FSF)</p> <p>5. Provide opportunities in the daily schedule for teachers to meet with CFN coaches and administration in addition to their common planning time to participate in intravisitations, task development and curriculum design. Per Diem substitute coverages will be provided. [10 days] (OTPS General Supplies/Title I SWP, Tax Levy/FSF)</p> <p>6. Professional Development Training sessions for teachers on development of rigorous curriculum will be conducted during the school day, on Wednesdays, in department meetings, teacher team meetings, faculty conferences, and on all day professional development workshops days (first day of school, November PD, January PD, and in June on Chancellor’s Conference Day. (Title I- Professional Development, Title III LEP)</p> <p>7. Per session for content area teams to design tasks, develop units, produce rubrics &amp; other assessments tools, assess alignment to CCLS, gather grade data, analyze data, and plan instructional interventions. (Title III-LEP) (OTPS General Supplies) [22 teachers x 3 hrs. x 3 sessions – 198 hrs.]</p>

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:	
	<p><b>A.</b> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p><b>B.</b> Specify a timeframe for mid-point progress monitoring activities.</p>
1.	In order to support teachers in meeting their professional goals, the Administration will provide opportunities for Professional Development to teachers in targeted areas from September through

June, including norming with the ELL waiver rubrics, applying the graduation worthy portfolio checklist, designing project-based instruction and Curriculum Mapping.

2. The administration and teacher team leaders will meet with interdisciplinary and content area teams two times per week to review student and school data and design interventions for targeted students. Teacher teams will discuss best practices; develop instructional strategies based on data and plan instruction.

9. Teachers will visit the classrooms of their colleagues to observe and share best practices, at PAIHS, and within the Internationals Network Schools an ongoing basis throughout the year.

4. At the end of the year, school leaders will meet with teachers to reflect on the glows and grows of their practice and create an Instructional Action Plan for the following year.

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- 6.2: The Parent Coordinator will create and disseminate notices to all parents, providing them with current information they need to know in order to support their children’s education. Workshops to help parents read their children’s transcripts, understand how to use Skedula, our online grading system, and learn about other topics that are relevant to parents, including information sessions about financial aid, and the college application process are facilitated by in-house and outside experts.
- 6.3: On Monday’s for one hour after school, the teachers engage in parent and family outreach. Appointments are made for parents to meet with teacher teams to discuss action plans that ensure their children’s academic success. Written periodic progress reports that inform parents of ongoing academic progress of their children are made available to parents.
- 6.4: Our main CBO partner, Make the Road NY, provides our students and their families with legal and social services both in the school and outside. Other partners, including John Jay College, Urban Ambassadors, Urban Arts, Lincoln Center and Open Door to Broadway work closely with our teachers inside and outside the classroom in order to support instruction and help improve student outcomes. Teaching artists and mentors work with students after school and on weekends, providing tutoring, enrichment and opportunities to develop leadership skills.
- 6.5: The Administration, teachers, guidance counselors and staff look at data from pre and post assessments, regents exams, NYSESLAT, the QR, other accountability reports and ARIS and disseminate this data in team leader meetings, teacher team meetings and during professional development in order to improve instruction and increase student outcomes. During the school leadership team meetings and parent association meetings, the administration and/or staff members share their findings with the

families.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all staff members will have improved communication and created the welcoming environment necessary to help increase parent participation and involvement in school-wide activities by 10%.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Parents receive phone calls and electronic mail informing them about upcoming events, meetings, etc. An adult English literacy class is available to parents twice a week to help parents support their children with homework.	Parents	Academic year 2014-2015	Administration, Parent Coordinator, Staff, Teacher Teams
Office personnel constantly update and maintain accurate contact information for families and share with the teachers. The administration conducts a parent workshop that will help parents understand curriculum and assessment expectations in addition to curriculum night in early Fall at which time parents get to follow their children’s program and meet the teachers.	Parents	Academic year 2014-2015	Administration, Parent Coordinator, Office Staff, Teacher Teams
We have an annual family festival, as well as a social service fair on campus, at which time agencies such as the Immigration Coalition, The Door and Health Plus, among others, provide our families with timely and important information about housing, medical, dental and mental health care, as well as legal matters.	Parents	Academic year 2014-2015	Administration, Parent Coordinator, Office Staff, Teacher Teams
Parents are trained on Skedula and ARIS to help them access data reports. These reports are explained at Parent meetings and SLT. Our parents meetings are well attended and exceed the numbers reached at other schools.	Parents	Academic year 2014-2015	Administration, Parent Coordinator, Office Staff, Teacher Teams

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- laptops
- Skedula, School Messenger, School Website
- Postage
- Adult Literacy Teacher

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

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic	Title I 1003(a)	Title IIA	x	Title III	x	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- a. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- b. Specify a timeframe for mid-point progress monitoring activities.

Parent Bulletins will be sent out to parents on a monthly basis. PAIHS will provide English classes for our parents 4 hours a week. Parent Coordinator and PA Leaders will plan and carry out parent workshops and incentives to increase parent involvement on an ongoing basis.

Phone calls and other methods of communication to reach parents about important matters impacting their children take place daily. Parent contact information will be updated on a regular basis. On a monthly basis, the SLT and the PA will discuss matters of importance regarding curriculum, standards and school improvement. In Early Fall, teachers and staff will welcome parents for curriculum night to enable parents to experience their children’s’ instructional experience.

The Parent Association and SLT organize an annual Family Festival that is open to the community and CBOs. CBOs provide a series of free services to our families, including legal advice and healthcare opportunities during parent meetings and larger scale events from September to June, and during the summer months.

Teachers will generate quarterly student progress reports and will update Skedula, our online grading system, every Monday.

**Part 6b.** Complete in **February 2015.**

a. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
b. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports and other assessment data.	<p>All students in grades 9-12 receive tutoring opportunities after school, as well as on Saturdays, for additional support, in order to build their literacy skills and improve their ability to participate and complete homework and projects in all of their content area classes.</p> <p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Credit Recovery- afterschool and Saturday support to help students earn credit by meeting required seat time and doing appropriate work.</p>	<p>Students' language is developed in all content areas classes and via after-school programs, which emphasize cooperative learning and verbal interaction with peers. After-school programs include Explorer's Club, Theatre, New York Cares, Homework Help, College Now and College Focus.</p> <p>Small group &amp; one-on-one tutoring</p> <p>Professional development with staff that trains educators and teaching teams around student support</p> <p>Differentiated instruction throughout a lesson in a class.</p>	<p>All students who require extra support for the ELA exam receive after- school and Saturday Regents prep. After school class is 2 days per week.</p> <p>All students will be focus of targeted instruction, differentiated instruction, and/or AIS</p>
<b>Mathematics</b>	We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports and other assessment data.	<p>As with English, students in grades 9-12 receive tutoring opportunities after school, during school, and on Saturdays.</p> <p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all</p>	<p>Students' language is developed in all content areas classes and via after-school programs, which emphasize cooperative learning and verbal interaction with peers.</p> <p>Small group instruction, individual tutoring</p>	<p>All students who require extra support for the Integrated Algebra Regents exam receive after-school and Saturday Regents prep. After school class is 2 days per week.</p> <p>All students will be focus of targeted instruction, differentiated</p>

		<p>core subjects.</p> <p>Credit Recovery-afterschool and Saturday support to help students earn credit by meeting required seat time and doing appropriate work</p>	<p>Professional development with staff that trains educators and teaching teams around student support</p> <p>Differentiated instruction throughout a lesson in a class.</p>	<p>instruction, and/or AIS.</p>
<b>Science</b>	<p>We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports and other assessment data.</p>	<p>Students in need of additional time and support for science receive tutoring during after school and on Saturdays.</p> <p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Credit Recovery-afterschool and Saturday support to help students earn credit by meeting required seat time and doing appropriate work.</p>	<p>Science skills are developed via co-teaching which emphasizes cooperative learning and verbal interaction with peers. Project-based Learning and heterogeneous grouping provides opportunities for a variety of entry points to the curriculum for students who need additional support.</p> <p>Small group learning &amp; one-on-one tutoring opportunities.</p> <p>Professional development with staff that trains educators and teaching teams around student support.</p> <p>Differentiated instruction throughout a lesson in a class.</p>	<p>All students who require extra support receive individualized instruction.</p> <p>All students will be focus of targeted instruction, differentiated instruction, and/or AIS</p>
<b>Social Studies</b>	<p>We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports and other assessment data.</p>	<p>Students in need of additional time and support for social studies receive tutoring during after school and on Saturdays. Small group &amp; one-on-one tutoring</p> <p>Professional development with staff that trains educators and teaching teams</p>	<p>Skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school and Saturday opportunities are offered for students who need additional support</p> <p>Small group &amp; one-on-one tutoring</p>	<p>Students who require additional preparation received individualized instruction.</p> <p>All students will be focus of targeted instruction, differentiated instruction, and/or AIS</p>

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

## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>x</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. 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.

- Recruitment of highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network for Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who comprise all of the international High Schools' student populations.
- Administration staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The administration works closely with the CFN network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Coaches and mentors are assigned to support struggling and unqualified teachers.
- Administration conducts regular informal observations of teachers and provides non-evaluative feedback.
- Regularly structured Common Planning Time
- Administration provides support to teachers with unit plans and instructional development.
- CFN 106 and INPS professional development are provided to teachers in order to build capacity .
- Teachers are provided with leadership opportunities.

#### 2b. 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).

- Leadership Coach hired to help build administration capacity and to provide high quality PD.
- All teachers receive specialized training in ESL strategies and working with ELLs through network wide professional development through the Internationals Network for Public Schools and CFN 106.
- Network resources and PD opportunities are shared with all staff.
- Mentors provide a minimum of 2 hours a week of individualized PD to New Teachers.
- Professional PD opportunities are made available to all teachers

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

Literacy Specialist, Teacher Teams and all classroom teachers will provide project-based instruction with the necessary scaffolds to help students access curriculum. After school, Saturday, and Early morning academic support will help our students become college and career ready in 4 years.

**3b. 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).

Students will receive academic support before and after school, as well as on Saturday. College Now courses aimed at helping our ELL students build their Literacy skills so that they do not have to take remedial courses in college are also offered at our site. Selected teachers in Science, Social Studies and English co-teach with an ESL certified teacher to help students build their literacy skills in those content areas.

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

Teacher Team Leaders meet with the administration every Monday morning to discuss the areas of need that must be addressed in order for our students to experience success. Action Plans are planned and then teacher team leaders meet with their teams to develop appropriate strategies and finalize a course of action for all learners. Teachers, Assistant Principal, Principal and staff participate in an ongoing Professional Development provided by:

- The International Network for Public Schools
- CFN 106
- QTEL
- Project-based Instruction
- Checking for Understanding
- Differentiation
- Looking at teacher and student work to assess student progress
- Classroom intra-visitations, and school inter-visitations

During the professional development sessions, teacher and staff explore how to meet the needs of students at the level in which they arrived at our school, and develop strategies to help students increase their reading and math levels.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	208,485		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	90,227		
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	39,736		
Tax Levy (FSF)	Local	2,516,252		

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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# PAN AMERICAN INTERNATIONAL HIGH SCHOOL

## 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 the school. **Pan American International High 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 the school and the families. The 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 the school community. **Pan American International High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand



# PAN AMERICAN INTERNATIONAL HIGH SCHOOL

## Parent Involvement Policy

### School-Parent Compact (SPC)

**Pan American International High 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.





**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>150</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 9

# of certified ESL/Bilingual teachers: 3

# of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here:

All of our ESL teachers are fully licensed. And all of our content area teachers receive more than 10 hours of ESL training annually through QTEL, CFN, and INPS.

All classes are mix-graded and heterogeneously grouped, with students working in small, collaborative teams to support one another's English and native language development and content area mastery. As students move from beginning to advanced levels of English language acquisition, assignments and material become increasingly more challenging while remaining linguistically and cognitively appropriate.

Specific language strategies are used to assist our ELL students in their learning through paraphrasing w/John Jay enhancement of first and second languages including: peer mediated instruction; language experience approach; content-based academic language learning approach (CALLA); hands on, student centered, activity based, project driven learning; semantic mapping; total physical response (TPR); and multilingual/ multilevel materials.

Supplemental Title III Instructional Program:

The Title III program provides English Language Learners with supplemental instruction in a Saturday Literacy Program as well as in before and after school programs. The instructional programs will service ELLs in mixed grades of high school students who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. All of our supplemental Title III Instructional programs will have a licensed ESL teacher working directly with the content area teachers to plan curriculum and co-teach the activity.

Saturday Program (Literacy/Math Enrichment Class)—classes will meet a total of 30 sessions beginning in October, through mid June, from 9:00 a.m. to 1:00 P.M. 30 students will be served. Group size will be maintained at 15 students per teacher. This class will be targeted to Beginning and Intermediate level students. Each class will always have one certified fully licensed ESL teacher and one certified fully licensed content area teacher that will be rotated given the focus of the site that is being visited to provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math

## Part B: Direct Instruction Supplemental Program Information

Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning oral and language skills through conducting interviews, writing newspaper articles, essays and presenting debates around literature. These strategies will help students achieve higher scores on the NYSESLAT and English Regents. Instructional supplies to be purchased will be notebooks, graphing calculators, paper, *It Happened In America* by Lila Perl (upper level cultural short stories (Americana) – a story from each state, *Historical Fiction George Washington’s Socks* by Elvira Woodruff, Time travel back to the American Revolution with a group of kids who discover George Washington. Great tie-in to American Revolution. *The Orphan of Ellis Island* by Elvira Woodruff, Time travel back to turn of the century Italy with a group of boys who dream of coming to America.

Through the use of literature style book clubs, students will be exposed to texts that they can relate to and will conduct a project based on those texts.

**Before School Math Enrichment:** Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, map skills, and problem solving. Students will use journals and other manipulatives to learn common core mathematical concepts. The students attending this class will be identified based on low scores in the Algebra Regents. Materials for this class include Algebra Common Core by Pearson, Fraction and Decimals Bingo Games, Mathematical Videos in Dropbox, and other teacher created materials according to the needs of the students. The class will be taught by a Bilingual Math Teacher. This class meets 5 days a week from 7:30 - 8:30.

**Before School ESL/English support class** will meet 5 days a week from 7:30 - 8:30. During this class students received support in improving reading and writing skills. Students spend time reading and analyzing literature. The teacher provides literacy-focused Regents prep classes to a targeted group of students. In addition, he provides writing instruction and tutorials to a wider range of students. Both classes involve writing and revision activities. This class will be taught by a dual license ESL/ELA teacher. The materials in this class include: Cambridge Leveled Literature Books, Reading Plus and Reading Horizons.

**After school Small Group and Before School Instruction Program:** Targeted enrichment in English and Math. ESL and content area teachers in Social Studies, English, Math provide support to students in all of the ESL sub-groups in small group settings for two hours per week. The targeted students are 9th - 10<sup>th</sup> grade Beginner and Intermediate ESL students. The main focus of this program will be to increase the literacy skills in all of the content areas listed, Social Studies, Math, English and Biology. The program will support students to increase their literacy skills across disciplines by enhancing student reading and writing through support in developing vocabulary and grammar skills as well as providing students the chance to improve their academic reading across disciplines. Finally students will have the opportunity to further develop their listening and speaking skills by practicing presentations. The program will place an emphasis on developing all literacy skills which will help to develop students college readiness. The program will consist of three classes which will each meet twice per week with two teachers and have 20-25 students in each of the supplemental Title III classes. These classes are co-taught by one ESL certified teacher working together with one content area fully certified teacher. One class will have one ESL certified teacher working with one certified Math teacher; one class will have one

### Part B: Direct Instruction Supplemental Program Information

ESL certified teacher working with one certified Biology teacher; and one class will have an ESL certified teacher working with one certified English teacher. The classes will meet weekly for 60 sessions October 6, 2014 through June 4, 2015 for two hours per class. The classes will meet on Tuesdays and Thursdays from 3:00 - 5:00 pm for students. Instructional materials will include, teacher hand made materials, scientific calculators, graphing paper, composition notebooks, dictionaries, construction paper and graphing calculators. Rigor the literacy program will be used for literacy and Reading Plus will be used as the on-line tool for students.

### Part C: Professional Development

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

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

Begin description here: Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Title III professional development program will focus on providing teachers with various instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops will be paid in the trainee rate and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by fellow faculty members, INPS, CFN and school administrators.

In addition to our regular monthly professional development meetings held during the school day, teachers working in the supplementary instructional program will receive 7 sessions of professional development afterschool on Wednesday's from 3:15 pm to 4:15 pm. In addition they have the opportunity to attend outside professional development workshops offered throughout the year by: International Network for Public Schools (INPS) and various PD vendors.

Since Pan American is comprised of 87% of ELLs, all PD below was created to directly impact the academic achievement of ELL students.

Participants in the PD will be comprised of the following:

4 Math Certified Teachers, 1 Chemistry certification, 1 Living Environments, 1 Earth Science, 3 ELA, 2 Native Language, 1 Music, 1 Art, 2 Social Studies, 2 Physical Education, 1 Special Education and 6 ESL certified teachers.

Planned Timeline:

### Part C: Professional Development

1. One 1-hour session on promoting constructive conversation and accountable talk around all class content with ELL students. (Provided by INPS (Luis Duany) on September 3rd from 10am - 11am). This PD is necessary in our school since our common language is Spanish. Teachers will learn of strategies and tools to guide conversations and discussions around the content of the lesson. This PD will be attended by all teachers listed above.
2. One 1-hour session SIFE Workshop to support our ELL SIFE students. (provided by Minerva Zanca(Principal)). Majority of our students are SIFE. Teachers struggle with how to differentiate instruction for SIFE students. This PD provides some differentiation strategies and literacy skills for the teachers. Our students are heterogenously grouped so all teachers have SIFE students in their classes. This PD took place on September 17th and will be attended by all staff.
3. One 1-hour session on strategies for language and content integration and suporting our ELL students in writing portfolio projects. (Provided by INPS coach(Luis Duany)) Language Objectives are essential to our planning. Teachers must have language objects in their lessons. This PD teaches them how to create objectives that go beyond vocabulary. The PD took place on September 23rd and will be attended by all staff.
4. One 1-hour session on project design to support higher order thinking and writing skills with our ELL students. (Provided by INPS (Luis Duany)) Through observation, we have noticed a low level of RIGOR in instruction for our ELLS. Teachers are going to be given PD on how to incorporate DOK in their lessons through writing. This PD took place on October 15th and will be attended by all staff.
5. One 1-hour session on sharing interdisciplinary projects looking through the lens of scaffolding for our ELL's. (Provided by CFN (Luis Duany) This PD took place on October 23rd and will be attended by all staff.
6. One 1-hour session on promoting student discussions in class to show student understanding of content. (Provided by Monika Garg(AP)) This PD will took place on November 12th and will be attended by all staff.
7. One 1-hour session on the use of native language in the classroom to promote English language development. (Provided by INPS Coach(Luis Duany) and AP Garg). This PD will take place on December 17th and will be attended by all staff.

Once again this coming year 15 schools in the Internationals Network of Public Schools (INPS) will jointly plan and coordinate after school workshops to support teachers. Staff from all fifteen schools will continue to be engaged in workshops to discuss second language acquisition, project based education, collaborative learning, thematic interdisciplinary instruction, scaffolding, and language development in the content area. Over the next year International High School will conduct workshops and staff development on curriculum sharing within the school and will work jointly with the other fourteen INPS schools to conduct curriculum sharing so that teachers and staff can benefit from shared knowledge and professional development. (One all day workshop was held on Staff Development Day, November 4, 2014. Future workshops are in the planning stages).

### Part D: Parental Engagement Activities

## Part D: Parental Engagement Activities

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

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

Begin description here: Title III program will provide ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. Teachers will be paid per session rate. Instructional material will be purchased to support parent activity.

Parent Workshops- A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. The parent workshops will be facilitated by teachers and guidance counselors from our school. All parents are targeted for these workshops. The workshops are facilitated in English and Spanish as needed. This year's topics will include: International High School provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. Parents are notified of all workshops in several ways: Letters are both mailed and backpacked home. The school also sent our telephone messages via school messenger. In addition, the parent coordinator attempts to reach all parents directly by phone.

Planned workshops are:

The following supplementary parent engagement workshops are in addition to and do not include the mandated parent meetings.

- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. This workshop is geared to help the parents of our ELL's navigate the college application system and to learn necessary vocabulary needed to apply for financial aid to colleges. (Planned: December 10, 2014. 6-8 pm. Facilitated by Shirley Torres and Carlos Acevedo, licensed Guidance Counselors.
- Two 2-hour sessions on ELL student progress towards graduation and the extra help opportunities and extra curricular activities available to support our ELL students. The focus will be on how parents of ELL's can help their Beginner and Intermediate students pass the ELA and Math Regents and do as well as their classes. (Planned for March, 2015. 6-8 pm. Facilitated by Urban Arts CBO and Administrator.
- One 2-hour session on the communication and relationship between parents and their teenagers on how to increase parental involvement in their child's school work. Focus on sentence starters and role play to support our ELL parents deal with their teenagers. They will be given tools to help their children through the daily work load. (Planned: April 30, 2015. 6-8 pm. Class will be facilitated

**Part D: Parental Engagement Activities**

by Eduardo Medrano Assistant Principal.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 [i](#).

## Part I: School ELL Profile

### C. School Information [i](#)

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

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>369</b>	Total number of ELLs	<b>310</b>	ELLs as share of total student population (%)	<b>84.01%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										84	81	63	81	309
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	84	81	63	81	309

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	196	10	2	102	13	3	11	4	2	309
<b>Total</b>	<b>196</b>	<b>10</b>	<b>2</b>	<b>102</b>	<b>13</b>	<b>3</b>	<b>11</b>	<b>4</b>	<b>2</b>	<b>309</b>

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
SELECT ONE														0
Tagalog														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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		
	ELL	EP																			
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	<b>0</b>																				

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										38	18	15	6	77
Intermediate(I)										12	23	20	21	76
Advanced (A)										4	13	9	28	54
Total	<b>0</b>	<b>54</b>	<b>54</b>	<b>44</b>	<b>55</b>	<b>207</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	113	46			159
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	19	51	58	64	14	20	0	2	228
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

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

- 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.
  - This year we are using the Do-it-Yourself assessment developed by the Performance Standards Consortium as an assessment tool. This data, along with data yielded from DORA in both English and Spanish, show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). However, it is significant to

note that this data demonstrates that a considerable number of students are significantly behind in reading level in their native language, making them SIFE students, and this reaffirms why the Native language arts program is an integral part of our school's literacy instruction. These data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. It appears that over the course of 4 years, most students improve their literacy skills, but the majority remain at the Intermediate level. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas, specially the Native Language Arts class. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will see an improvement in their scores over time.

4. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  - o Our population is incredibly heterogeneous in terms of language ability
  - o The majority of our students who are newly arrived to the country and attend our school our beginner ELLS.
  - o Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).
  
5. 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 [AMAQ tool](#))
  3. After analysis of our data with the ESL department and our AP, we have found that since the majority of beginner ELLS are located in the Junior Institute Grades (9-10), we have programmed them for Electives that promote their English language acquisition. All Junior Institute students take electives in either Theater or Chorus which helps them with their Listening/Speaking skills so they can develop communicative competence. Another pattern we have observed is that in the Senior Institute, a considerable portion of students do not test proficient because there is a disparity between their reading/writing and their listening/speaking scores. Students in the Senior Institute need continued literacy instruction, especially in the academic content areas, so Reading/ Writing across the disciplines has been a major focus in terms of programming and instruction. Senior Institute students are programmed into electives that promote content area literacy and help them to acquire the academic literacy skills necessary to test proficient on the NYSESLAT and pass the Regents. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development in all content area curricula, which means increased professional development for all teachers in ways of doing so. Paste response to question here:
  
6. For each program, answer the following:
  - c. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - d. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - e. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - A. In our school, we promote students using their native language to help them access content understandings. As a result, every student in our school is offered the Regents in both English and their native language, with the exception of the English Regents. Many of the students in the Junior Institute, who tend to be mostly beginners and Intermediate, elect to record their answers in Spanish on the Regents, while students in the Senior Institute more often elect to record their responses in English.
    - B. Historically, International Schools have utilized the DYO assessment developed by the Performance Based Assessment Consortium. Additionally, we are using the citywide Performance Assessments to help track progress on Common-Core Aligned Tasks. The results of these assessments will provide us insight into which students require intervention in order to keep them on track to graduate. In the past, we found our DYO data to be an accurate predictor of ELL performance on the ELA Regents Examination and thus used formative assessment results to determine which students required intervention services. School leaders have created common meeting time for departments to meet each week to look at data and plan interventions. In addition, interdisciplinary instructional teams also have weekly time for this kind of planning. Team and department leaders meet with school leader to set agendas for meetings.
    - C. From our periodic assessments, we have learned that students of all levels struggle with organizing their writing and using evidence and examples to support their ideas. Department teams of teachers are meeting weekly to share instructional strategies and plan instructional changes which can quickly be implemented in their classrooms. We are currently analyzing data from our formative assessment. These will also be used to formulate modifications to classroom level instruction and to inform curriculum decisions. Teachers use native language assessments to determine literacy areas where the students may be struggling and to demonstrate understanding of content.
  
7. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Paste response to question here:
  
8. How do you make sure that a child's second language development is considered in instructional decisions?

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

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

9. For dual language programs, answer the following:
  - c. How are the English-proficient students (EPs) assessed in the second (target) language?
  - d. What is the level of language proficiency in the second (target) language for EPs?
  - e. How are EPs performing on State and City Assessments?
10. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
  6. The success of our program is measured through the analysis of a wide array of data sources, including:
    - 6 year graduation rate- 60%
    - Credit Accumulation for Lowest third- 52% for 1<sup>st</sup> year and 85% for 2<sup>nd</sup> year.
    - Regents pass rate- Global Pass Rate 69%
    - Attendance rates- 94%
    - Learning Environment Survey – teacher results- 10% higher than city-wide average.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

New admits take the LAB-R within ten days of admission. Helio Sepulveda administers the Spanish Lab to Spanish-speaking students and Kristin Donnelly administers the LAB-R within that same time frame. The ESL Coordinators, Helio Sepulveda and Kristin Donnelly utilize the RLER report to identify newly admitted students who are eligible to take the LAB-R so they can be tested within the ten-day period.

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

If 20 students in a grade state a preference for a bilingual program, the principal will consider opening a bilingual program. All students are placed in the program they have chosen. Our ESL coordinator ensures that all students are administered the LAB-R and Spanish LAB within ten days of admission. The LAB-R is administered by a licensed ESL teacher and the Spanish LAB by a licensed Spanish teacher or a teacher with a bilingual extension.

The people responsible for this are:

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

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

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

The people responsible for this are:

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

After completion of the HLIS and informal interview, parents of newly enrolled students are immediately offered the opportunity to see the video regarding program selection in their native language (Spanish) regarding the three program choices made available through the NYCDOE. The guidance counselors, Patty Galoppo or Carlos Acevedo, whom are both bilingual in Spanish show the video to parents, review the choices available to Parents and answer any questions on the programs parents may have. Once questions have been satisfactorily answered, parents complete the Program Choice forms.

Parents choose one of the three NYCDOE program models. We inform parents that we although technically we are considered a free-standing ESL program, we do offer Native Language Arts classes and students will receive bilingual support in our school. If parents choose an ESL program for their child, we place that student into our ESL program. If parents choose

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

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

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

Juana Adames is responsible for the entitlement letters . She mails home to parents the entitlement letter once the Lab-R is scored.

The student is then immediately placed in the proper program. The ELL coordinator and Juana, the Parent Coordinator, ensure that continued entitlement letters are sent home in subsequent years using the results of the spring NYSESLAT exams. Copies of entitlement letters, nonentitlement letters and continued entitlement letters are kept in a binder in the office.

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

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

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

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

All ELLs as identified in ATS through the RLAT and RLER (for newly-admitted students) take the NYSESLAT each spring to determine if they are eligible to take the NYSELAT as per NYS regulations. The majority of students at PAIHS receive ESL services and are thus eligible to take the NYSELAT exam. In collaboration with the Testing Coordinator, Monika Garg, a testing schedule is created school-wide for the all eligible students to take the exam. Students are administered a component of the exam each day over a three day period. Speaking is administered during the allotted time window by all ESL teachers and students are taken out of regular classes for brief increments so that they can complete this portion of the exam. Students who do not require ELL services are not required to take the NYSESLAT exam and are given assignments by their teachers in lieu of testing. Students who are absent for any part of the examination are tested during a series of make-up sessions and are also contacted by the Parent Coordinator to make sure that they are tested during the test administration window.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
  6. The program models at our school are aligned with parent/guardian requests. Parents of PAIHS students have opted for ESL program that offers Native Language instruction in Spanish as well as bilingual support in content-area classes. If a parent/guardian explicitly requests a TBE or Dual Language program and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they may consider other program choices in another school. If we do get a sufficient number of requests we would transition to TBE or Dual Language program and notify the parents who had requested it in the past that their program was now available if they wanted to move. As noted in question 5, most parents have requested ESL but desire continued native language instruction in the form of a Native language Arts class, which is what we offer at our school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

We utilize a hybrid of program models at PAIHS. Students are blocked together into strands that move together throughout the instructional day. These strands are heterogenously grouped, so students at different levels of English language proficiency are in the same classes together in each class.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
  2. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year through the teachers on their team. As of right now, we have 4 teachers who are ESL certified, 1 per each instructional team. In addition, the content area teachers are trained extensively in language development and ESL methodologies through a variety of mechanisms which are outlined below. All of this helps to assure that beginners receive the mandated 540 ESL minutes per week, intermediates receive the mandated 360 ESL minutes per week and advanced students receive the mandated 180 ESL minutes and ELA minutes per week. Classes are 48 minutes in duration, so a student will meet with his or her English teacher 5 times a week and his ESL teacher at least 5 times a week, plus the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included for 25% of the instructional time for all ELLs through 1 period of NLA instruction administered to all students 5 times a week. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All students take math, science, social studies, arts, Native Language Arts, and ESL and/or English classes each year. The Internationals Approach is premised on the idea that every content area teacher is responsible for English language instruction and as result all content area teachers are trained in ELL methodologies that are targeted to their respective subject areas. As previously stated, students are programed into teams that travel together throughout the day which facilitates interdisciplinary

instruction by teachers of each team, who work together to develop curriculum materials that address the language needs of the students in addition to the content area understanding and skills. The primary language of instruction is English in content area classes is English, with the exception of Native language Arts which is conducted in Spanish. Interdisciplinary teams meet weekly to plan instructional units that create cross-content connections and target specific skills that are required under the Common Core Learning Standards, especially within the STEM and Humanities disciplines. Native Language

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

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

Throughout the school year, students are evaluated in Spanish to assess how their native language literacy is continuing to develop as a result of the Native Language Arts program that is offered at our school. As Diagnostic Assessments, we administer the LAB in Spanish when students first arrive to our school and are identified as possible ELLs whose native language is Spanish. Also, we administer the DORA, Diagnostic Online Reading Assessment, in both English and Spanish to assess students reading level in Spanish. The data collected from this assessment is used to track how native language literacy is developing upon arrival to our school. After two years of native language Arts in Spanish, all students take the Spanish Regents. Based on the performance on the Spanish Regents, students take another additional year of Native Language Arts in the form of either an Honors Spanish Literature class or AP Spanish Literature. Students in the AP Spanish class are eligible to take the AP Spanish Exam which is offered at neighboring Newtown High School in May each year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

When students arrive at our school and have been identified as possible ELLs based on the HLIS, they are administered the LAB\_R in English to identify their English proficiency. Furthermore, the NYSESLAT is administered each year to assess students proficiency in each of the 4 language modalities in English each year. As a Do-it-yourself diagnostic assessment we also administer the DORA examination in English to assess students reading levels in English. Furthermore, we administer a diagnostic assessment in all the English classes for teachers to assess how English proficiency in all the modalities at the beginning of the year and teacher made as well as student made goals for each student are created based on their proficiency in each modality.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving 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).

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

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

a. We have found that many SIFE students tend to be under-reported or mislabeled in ATS. As a result, we rely heavily on the informal interview that is conducted during enrollment with Parents to elicit information about students' past educational history and attendance. Furthermore, we utilize data from the Spanish LAB and DORA to identify students who are significantly behind grade (more than 2 years) in the native language in order to provide additional support in their content area classes. SIFE students are heterogeneously mixed in their classes, but received scaffolded instruction within their content area classes to address their literacy needs and may utilize

native language resources made available in their classes. Furthermore, Native Language Arts is provided to all students including SIFE students to promote and develop bi-literacy in all our students. Lastly, as an additional intervention we used data from diagnostics and interviews with students to create a PM school SIFE class that targets emergent literacy in both Spanish and English that is conducted by Andrew Cameron, a certified Special Educator who is bilingual in Spanish as well.

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

native language support individualized and targeted curriculum and instruction  
teacher made materials

phonics and leveled texts to help students with emerging literacy skills

dialogue journals for low-stakes writing

individual whiteboard and dry-erase markers

layered curriculum with learning menu that incorporate students choice as to what skills they want to focus on

instructional routines

goal setting and reflection on individual students' progress.

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

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

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

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

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

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

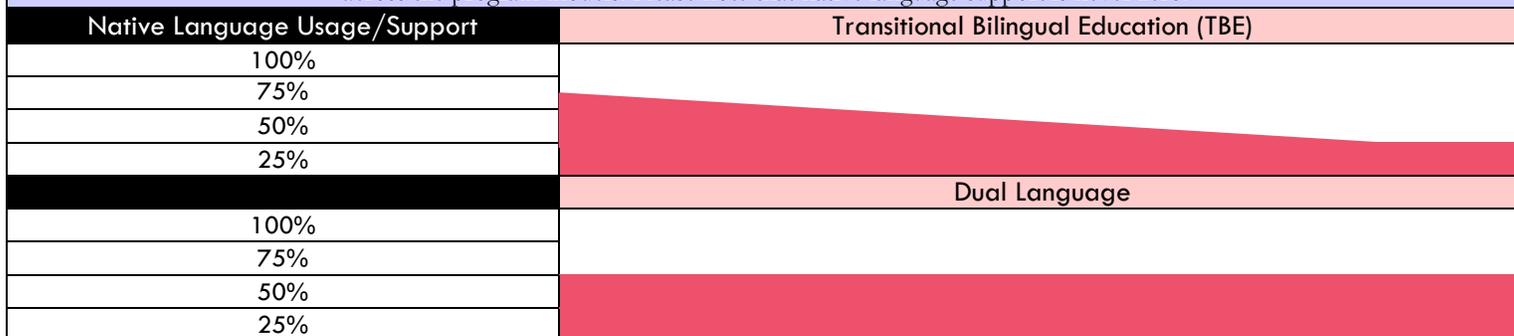
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

- Saturday Explorer's Club – Twice monthly, 2-3 faculty members provide a small group of SIFE students with experiential learning opportunities at various NYC sites with cultural, historical or educational significance. Activity guides designed by teachers specifically for each site visit promote literacy, language development, and numeracy. These trips are conducted in English
  - LULAC- League of Latin American Citizens provides enrichment and extension learning opportunities for students to engage in hands-on experiential based learning projects on various subjects of the students' choosing.
  - Regents Prep classes – Older ELLs who have not yet passed the Living Environment, US History or ELA Regents Examinations are offered Regents preparation classes taught in English during after school or Saturday School
- + SIFE Literacy Class- Students who have been identified as SIFE are programmed into a "9<sup>th</sup> Period" class to receive additional instruction in both English and Spanish to help them increase both their native and English language literacy.
- Queens College/CUNY "College Now" – Approximately 20 of our students also participate in PM program specifically designed for ELLs to provide content and language development support in ELA and Math. Students are identified for these programs by looking at Regents scores and course pass rates.

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

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

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

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

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

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

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

n

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

Since more than 80 % of our students are ELLs and we have a strong belief in heterogeneity, all school programs - before, during and after-school - are "equal access" and open to everyone in our school. In addition to all in-school classes and programs and to the support and intervention services listed previously, we have the following after-school classes; while they may not all be

“academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

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

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

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

Our school offers a wide array of instructional materials and technology to help us support our diverse array of students. We utilize bilinugual classroom libraries, in addition to a multitude of classroom texts in various levels and visual supports in English. Furthermore, we offer a variety of classroom technology to support out learners both inside and outside the classroom that include: Castlelearning- online Regents practice  
Skedula/Pupilpath- grade information system  
Google Applications- school website, email, documents/drive  
Classroom technology- laptop carts, computer lab, Smartboards, and ELMO document scanners and cameras  
Rosetta stone  
Aventa- online learning and credit accumulation

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

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

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

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

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

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

18. What language electives are offered to ELLs?

For Junior Institute students we offer Theater and Chorus as language and Arts electives that help students with their language development. Furthermore, we offer SIFE classes after school for students who have been diagnosed as having significant gaps in education and literacy deficits. Lastly we offer a Dance elective after school that is conducted in English where students learn about different types of world Dance.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to questions here:**

## C. Professional Development and Support for School Staff

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

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

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

- Weekly professional development meetings for all pedagogues, which include the following activities:
  - o Analysis of student work in order to improve instruction/design interventions
  - o Analysis of student assessments (project-based learning)
  - o Social-emotional progress of a teaching team's shared students
  - o Peer critiques of teacher-generated curricula

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

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

- International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.

- QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas. Teachers are attending QTEL Literacy PD series in development academic strategies and SIFE PD

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

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

3 and 4 . All professional development at our school is focused on building capacity in all teachers to support students' language development in all classes by employing ESL methodologies since most of our students (and all of our newly admitted students) are ELLs.

The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities. Since all staff participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually. This year the focus is supporting ELLs with the Common Core Standards and incorporating collaborative tasks into classroom instruction. Each instructional team keeps records of PD agendas and notes in our team binders.

## D. Parental Involvement

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

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

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

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

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

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

parent orientation for parents of new students to PAIHS

curriculum night ,

DACCA and immigration issues;

college preparation;

access to health insurance

Information for ESL services/classes

Title I allocation of resources

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

We also have Breakfast with Parents monthly to learn how we can better support parents with needs outside school . Lastly we

have created an "Office for Parents" inside the school, where parents can utilize the space for technology, reading library or other work-related issues.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

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

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

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

Cluster: 24 Network: 106

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

