



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

12X388

School Name:

PAN AMERICAN INTERNATIONAL HIGH SCHOOL AT MONROE

Principal:

BRIGIT BYE

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 12X388
School Type: International School Grades Served: 9-12
School Address: 1300 Boynton Avenue, Bronx, NY 10472
Phone Number: 718 991 7238 Fax: 718 991 7872
School Contact Person: George Badia Email Address: gbadia@schools.nyc.gov
Principal: Bridgit Bye
UFT Chapter Leader: Samantha Adams
Parents' Association President: Roselina Polanco
SLT Chairperson: Hilda L. Delgado Ayala
Student Representative(s): Joyce Guevara, Waldy Perez

District Information

District: 12 Superintendent: Elaine Lindsey
Superintendent's Office Address: One Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718 741-5852 Fax: 718 741-7098

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christ Groll
Network Number: 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 Comprehensive Educational Plan (CEP) 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)
Bridgit Bye	*Principal or Designee	
Samantha Adams	*UFT Chapter Leader or Designee	
Roselina Polanco	*PA/PTA President or Designated Co-President	
Felicita Reyes	DC 37 Representative, if applicable	
Joyce Guevara Waldy Perez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Hilda L. Delgado Ayala	Member/ Staff	
Any Media	Member/ Parent	
Kenia Ramos	Member/Parent	
Cristina Gil	Member/ Parent	
Javier Paulino	Member/ Parent	
Lidia Cuevas	Member/ Parent	
George Badia	Member/ Assistant Principal	
Thomas Erickson	Member/ Counselor	
	Member/	
	Member/	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: 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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- The areas 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 at Monroe (PAIHS at Monroe) is a small high school that exclusively serves recently arrived immigrants from Spanish-Speaking countries. PAIHS at Monroe has 401 students in grades 9 to 12, 94% of whom are classified as English language learners, and 100% of whom are Latino. 99% of our students are eligible for free lunch. 44% of our students are over-age 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 English Language Learners (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 ELL population, all of our classes teach English as a Second Language (ESL) and content. Units are both vertically aligned by grade level and planned on an interdisciplinary basis.
- Localized autonomy. PAIHS at Monroe 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 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 coordinating council, 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 at Monroe was accepted as a Department of Education Progressive Redesign Opportunity Schools for Excellence (DOE PROSE) school. Consistent with our principles of localized autonomy and one learning model for all, 60% of the teacher evaluation will be determined through a combination of peer observations, administrative observations, and a final portfolio where teachers reflect on their practice. In addition, our school has also 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 (NLA)(Spanish). Students will be graded according to a rubric jointly developed with other pilot schools. This year, PAIHS at Monroe 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, before-school academic support, a four-hour Saturday program, and an extensive summer program. Even though our enrollment is only 437 students, we typically have approximately 150 students who participate in after-school academic support each day, Monday to Thursday; 180 students who typically attend Saturday school; and Summer school enrollment of approximately 250. We also have a team of highly-trained teachers that teaches the majority of the SIFE students in the 9th and 10th grades during the regular school day, and this provides additional academic support. These high levels of support explain the results that our school has achieved, despite a challenging

student population. We have a four-year graduation rate of 76%, and on our most recent school quality guide we have been exceeding the target both in terms of our credit accumulation and our Regents pass rate.

This year, PAIHS at Monroe faces two key challenges: (1) maintaining our graduation rate and credit accumulation rate despite a significant increase in the number of Students with Interrupted Formal Education (SIFE) students who we teach and (2) further increasing the effectiveness of instruction so that students develop college-ready reading and writing skills so that students can more consistently produce the graduation-worthy work required by graduation portfolios.

Last year, our school made significant progress in improving curriculum. Our focus was on increasing scaffolding and differentiation to better support our learning, as well as on increasing the organized collection and tracking of student data. In order to make these gains, we adopted the QTEL (Quality Teaching for English Learners) framework, developed at Stanford University, on a school-wide basis. We conducted extensive school-based and external Professional Development (PD) to incorporate QTEL strategies into curriculum and lesson planning. As a result of these efforts, our ELL students received additional support in accessing complex texts, and we saw a corresponding increase in our Regents pass rate.

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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

PAIHS at Monroe has supported and instructional program that is rigorous, Common Core-aligned, and responsive to the needs of ELLs. We received a score of well-developed on all three strands of the instructional core in our most recent quality review (2013-2014). The quality review noted that “The school’s emphasis on project-based and collaborative learning supports acquisition of language for its population which is 100% recently-arrived non-English-speaking immigrants.”

We are continually reflective in our practice. The School Quality Review (SQR) also indicated that “One example of this ongoing reflection process is in the movement from stand-alone courses with distinct discipline emphases to the complete alignment of social studies, English and Spanish curricula so that the same topics are taught simultaneously, underscoring specific language objectives. Students attribute this reinforcement as helping them to be “always focused” and improving their comprehension.” Finally, the most recent quality review indicated that our instructional outcomes were a result of our efforts to improve curriculum, noting that “Thus, the school’s commitment to continuously review and amend curriculum facilitates strategic emphasis in integration of instructional shifts, resulting incoherence across grades and content areas.”

PAIHS at Monroe has had three graduating classes since its inception. Each year, the graduation rate has increased.

- In 2011, the graduation rate was 54. In 2012, the graduation rate was 68. By 2013, the graduation rate had risen to 76. [Progress Report.]
- Our four-year graduation rate is above the city average and in the top quartile of our peer group (2013-14 School Quality Guide)

Though our population remains 100% recently-arrived non-English-speaking immigrants, we now have over 90 unaccompanied minors, which is a much larger group than in years past. Many of these students are SIFE. [Check SIFE and Unaccompanied Minors (UM) numbers and data source.] Additionally, 37% of our school population is now SIFE, and 18% of our school population is overage Automate the schools (ATS).

Our Learning Environment Survey (2013-2014) indicates that 100% of parents are satisfied with our instructional core, 95% of teachers are satisfied with our instructional core, and 96% of students are satisfied with our instructional core.

Our school’s strengths as they relate to rigorous instruction come from our collaborative model and our dedication to consistently improving instruction. Teachers design, share, and revise curriculum in instructional and discipline teams. To assess student work, teachers work in teams to share student work, and this data is used to drive curriculum development. Teachers regularly attend PD (offered by outside providers as well as developed in-house) designed to ensure rigorous instruction that is meaningful for ELL students and supports both language acquisition and content knowledge. Students work in groups to develop language through four modalities. Group projects develop higher-order thinking skills.

These efforts have been effective for our students. The 2013-14 SQR notes that “The school’s Progress Report weighted regents pass rates places it within the upper range of the top quartile for both peer and city ranges in all

subjects, testifying to the personalization and movement of students toward high levels of impact on academic behavior.”

With respect to rigorous instruction, our school must adapt and modify instruction to meet the shifting needs of our student population. As we were the recipient of over 90 unaccompanied minors this year, we have had to modify our instruction and school support structures. Data shows that that these students have a greater need for scaffolding and literacy support in order to achieve the same levels of success. In order to maintain our graduation rate of 75%, we know that we need to give a higher level of academic support and literacy instruction.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

90% of teachers will create units in the 2014-15 school year designed for ELLs. Accomplishing this will support the students in making academic progress as measured by improvement in interim assessments, and on student progress reports.

Part 3 – Action Plan

Activities/Strategies: 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	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Weekly instructional and discipline team meetings	All teachers	August 2014-June 2015	Instructional Team leaders and Discipline leaders
Weekly professional development sessions focusing on rigorous curriculum and instruction	All teachers	August 2014-June 2015	Principal, Assistant Principal, PD Coordinator and Testing Coordinator
gPeer observations and peer review of curriculum.	All teachers	August 2014-June 2015	Principal and Assistant Principal
We have one instructional team that is focused on designing and delivering instruction to our high-need, SIFE, and Students with Disabilities. This team meets twice-weekly to ensure they are addressing the many needs of these students in the best way possible.	One teacher per content area	August 2014-June 2015	Team 1 leader and Special Education teacher

Part 4 – Resources Needed

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

adjustments, etc.

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

- instructional team leaders (5)
- discipline leaders (5)
- PD coordinator (1)
- testing coordinator (1)
- literacy specialist (1)
- literacy and writing coaches (2)
- Special Education liaison (1)

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

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 IIA	X	Title III	X	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:

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

Our mid-point benchmark will be Monday, February 9th.

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

- One peer-observation
- At least 10 instructional team meetings
- Each academic discipline will have least two units that integrate language and content instruction and provide support and scaffolding for ELLs.
- Each course should have one annual curriculum map.

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

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

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.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

All of our students are ELLs or former ELLs. In addition, a significant part of our school population is SIFE or has significant literacy gaps, and these students need additional support. A comprehensive assessment of the support that our school provides to ELLs, low-literacy students, and students with special needs indicates that we have structures in place to meet these needs.

Our most recent quality review indicates that our collaborative instructional model supports the needs of our students. The reviewer noted that “the school’s emphasis on project-based and collaborative learning supports acquisition of language for its population which is 100% recently-arrived non-English speaking immigrants. The school makes intentional choices to focus on vocabulary development, non-fiction and complex text, evidence-based writing as well as oral presentation, demonstrating close attention to Common Core Learning Standards (CCLS) and instructional needs. The introduction of a college level science course this year provides rigor for advanced students as they grapple with lengthy college level complex text and design a college level research project.” The school has created a climate that encourages ELLs to work collaboratively, and our learning model uses peer support to that student can access cognitively demanding tasks in a second language.

This year, we are working to sustain and further develop this culture. All of our teachers participate in extensive PD through the Internationals Network for Public Schools, which is designed to ensure that teachers in all content areas deliver instruction that meets the language and content needs of students. In addition, humanities teachers are receiving ongoing PD provided by the New York City Writing Project to increase college readiness through developing writing skills.

We have a portfolio culture which we have cultivated since inception, which helps create a supportive environment for our students. This culture requires that student feel safe enough to present their work to their peers. We have tracked portfolio data since inception, and we have used this to continually modify our instruction to better support our students and their language learning needs. We have also have offered, and continue to offer, significant professional development to ensure that all units are aligned to the Common Core Learning Standards and support the needs of ELLs. We are additionally developing PD workshops within the school both the deepen portfolio culture and to support the Common Core Learning Standards.

This year, as a school included in the State Education department ELL graduation pilot, PAIHS at Monroe faces the additional challenge of transitioning to Performance Based Assessment Tasks (PBATs) this year. As a new system, this is an area of growth for us. Our specific needs involve:

- supporting all students to present and defend their PBATs in the second language,
- better understanding how to create PBAT projects,
- better understanding how to assess PBATs according to the rubric, and
- scaffolding and supporting student work in the lower grades to support eventual successful completion of the graduation portfolio.

The Capacity Framework indicates that we must focus on (1) maintaining a welcoming, safe, and orderly environment; (2) maintaining student-centered learning environments so students push and support each other; and (3) supporting

the social and emotional growth of all students. In the area of school environment and safety, PAIHS at Monroe continues to maintain an excellent school culture. We also have significant strength in the area of student collaboration as a result of our shared, project-based instructional model based off of the pedagogical model described above. Finally, our school continues to support the social and emotional growth of students through various supports, including a four-year advisory system, a team-based structure that enables teachers, guidance counselors, and administrators to identify and responds to the needs of students, and additional, individual counseling for the significant number of unaccompanied minors who have recently enrolled in our school.

It is our premise that students who are collaboratively engaged in the classroom contribute positively to the school culture and atmosphere. Indeed, the most recent school quality guide states that we are exceeding target in the area of school environment. Given these strengths and challenges, we have identified the inclusion of differentiation, accommodation and modification supports for all learners within teacher created units as a priority need. In order to address this priority need, we have developed a goal toward improving curriculum.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to maintain a student-centered learning environment where students push and support each other the curricula and units , the curricula and units, as well as the activity guides that emerge from these, will include differentiation, accommodation and modification supports for all learners.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Mentoring program. Teachers will be matched with students to provide academic and personal support in competing graduation requirements, including the graduation portfolio. This mentoring, which will take place in small groups, will serve as scaffolding and help strengthen the learning environment described in the Capacity Framework.	All 12th graders and a targeted group of high-need 11th graders.	October 2014 - June 2015	All teachers
Professional Development focused on creating and grading PBATs.	All teachers	August 2014 - June 2015	All teachers, Portfolio Coordinator, and Portfolio/PBAT committee members
Mentoring focused on increasing scaffolding and differentiation in the English and Social Studies curricula. These teachers, especially newer	English and Social	August 2014 -	English and Social Studies Teachers,

teachers, will receive extensive mentoring and support by our two instructional coaches, department leaders, and the principal to improve teacher-created curriculum so that it better serves the needs of English language learners by further developing scaffolding and differentiation within the curriculum.	Studies Teachers	May 2015	Coaches, Department Leaders, Principal

Part 4 – Resources Needed

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

We will need teachers to take leadership roles on a Portfolio/PBAT Committee, including one portfolio coordinator. In addition, we will need to make sure that all teachers attend professional development workshops to better understand and implement the graduation portfolio process. Teachers will attend professional development workshops facilitated in-house and by the Internationals Network for Public Schools. Required schedule adjustments include common planning time for teacher teams to engage in a norming process for the graduation portfolio rubric as well as the creation of twice-monthly mentoring sessions. The school will have to develop a data tracking system for teacher-mentors to track the attendance and progress of their students.

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 IIA	X	Title III	X	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:

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

Our mid-point benchmark will be Monday, February 9th.

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

- Every teacher has scheduled at least four mentoring meetings.
- Our teaching staff will have participated in at least three professional development opportunities about PBATs.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
12.	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.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (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 a distributed leadership structure, providing all teachers with multiple opportunities to become leaders. These leaders meet in the coordinating council to discuss classroom, student, and school needs. Information from these meetings is shared by leaders to the rest of the faculty through instructional team meetings, discipline meetings, and in-house professional developments. Faculty members also have bring questions, concerns, and feedback to these teacher leaders, who will—in turn—share it with the coordinating council.

Our most recent quality review indicates that our school is well-developed in terms of scheduling professional collaboration and for the purpose of increasing student achievement and enhancing the role of teachers in decision making (Danielson 4.2). Specifically, the evaluator wrote, “Both supervisors and teachers put in many extra hours and assume multiple roles for the benefit of students. For example, the United Federation of Teachers (UFT) delegate teacher also assumes responsibility for being the lead in planning school professional development. Such strong distributive leadership empowers teachers to assume responsibility for collectively improving student outcomes.”

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;
 - Interim assessments, graded according to a common content-area rubric and tracked across four years;
 - Baseline assessments, midterms, and final exams; and
 - Portfolio presentations and graduation portfolios.

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

In previous years we have designed and submitted teacher portfolio binders to the principal. This year, as part of the teacher evaluation system in place under the PROSE program, teachers will discuss these portfolios and assess their professional growth through roundtable meetings and presentations with other teachers. Our specific needs with respect to this process include:

- Developing norms and a protocol for peers to discuss and assess teacher portfolios
- Creating and implementing comprehensive schedule, built into the school day, for peers to meet, discuss, and assess portfolios.

The Capacity Framework Element for collaborative teachers focuses on professional development, attention to

student data, and the continuous improvement of practice. PAIHS at Monroe’s strengths include a culture among the faculty that supports continuous professional development and a shared commitment to the continuous improvement of teacher practice. In addition, we have systems in place for tracking student data and using that data to improve instruction. We need to maintain and support this culture, as professional development and improvement of instruction are continuous processes. As a priority need, and to further the idea of distributive leadership which allows teachers to commit to the improvement and success of their schools, we would like teachers to take ownership of their own professional development through the setting of goals and the implementation of a teacher portfolio as part of our Progressive Redesign Opportunity for Schools of Excellence (PROSE) option for teacher evaluation.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will create and submit goals (focus areas for improvement on the Danielson rubric) early in the 2014-15 school -year, and teachers will work with peers and school leaders to refine their practice in an area of focus. The various activities associated with the focus will be captured in a teacher portfolio and then discussed and assessed through roundtable meetings and presentations with teachers and leaders. This focus on instructional improvement will show growth between pre and post-tests, DYOs and PBAT results.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Attend PROSE Professional Development and informational sessions	Administrators and Teacher Leaders	August 2014 to June 2015	Administrators and Teacher Leaders
Develop in-house professional development workshops to explain, norm, and model teacher portfolio roundtables	All teachers	August 2014 to June 2015	Teacher Leaders and Portfolio Coordinator

Part 4 – Resources Needed

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

We will need to identify teacher leaders to work with administration to implement the teacher evaluation roundtables. In addition, we will need to create additional planning time so that teachers have time to conduct peer observations and

prepare teacher portfolios. We will need to set aside professional development time to support the implementation of teacher portfolios and the new evaluation system.

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 IIA	X	Title III	X	Grants
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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:

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

Our mid-point benchmark will be Monday, February 9th.

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

- Each teacher team will have completed at least one cycle of peer observation.
- The school will have offered at least one professional development workshop.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. 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 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.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

At PAIHS, our school has a distributed leadership structure. The majority of teachers take on significant leadership roles within the school. Last year’s quality review notes that “school administration describes distributive leadership as the school’s most promising practice. Both supervisors and teachers put in many extra hours and assume multiple roles for the benefit of students. For example, the United Federation of Teachers (UFT) delegate teacher also assumes responsibility for being the lead in planning school professional development. Such strong distributive leadership empowers teachers to assume responsibility for collectively improving student outcomes.”

The coordinating council is the key decision-making body for the school, and teachers and administrators discuss and reach consensus on all key decisions. Through the team structure, all teachers have a voice in school decision-making.

As a result of the shared leadership structure, the faculty has significant buy-in as to the school’s continual improvement. School leaders encourage a culture of collaboration and support to improve instruction. The quality review also notes that

Consistent supervisory support and the use of the school’s framework for evaluating teacher practice paved the way for a smooth transition in adopting Danielson’s Framework for Teaching (DFT). Teachers receive written reports from supervisors and peers evaluating their practice against the DFT rubric, accurately assessing practice and informing next pedagogical moves. The practice of peer-to-peer feedback is well established, with the principal steering teachers to visit particular colleagues during monthly collegial visits, based on observed needs. Teachers give detailed low inference feedback to peers. They include direct quotes, rate each other on the Danielson rubric and provide suggestions for next steps by illuminating both good and developing pedagogy. For example, comments in peer observation reports incorporate explicit reference to identification of specific questions that exemplify reflective practice as well as less effective questions. Suggestions included monitoring delivery of questions, student response, and use of wait time to ensure students have adequate time to reflect and fully respond as well as opportunities to pose higher order thinking by encouraging students to craft their own questions.

This year, we hope to build on our success in this area by supporting the ability of our teachers to be reflective practitioners and to set effective goals. Teachers would benefit from additional support, in particular, with respect to setting goals for the teacher evaluation system in place under the DOE PROSE program and reflecting on these goals.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will participate in differentiated professional development targeted to improve their capacity to give actionable feedback after observing teachers, in order to build teacher capacity and improve student performance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School leaders will participate in separate monthly meetings for Principals and Assistant Principals with the Internationals Network for Public Schools (INPS), which address teaching practices, standards, problems of practice and best practices for ELL’s. We will also continue to develop our crosswalk between the INPS rubric and the Danielson framework to integrate our approach to educating ELL’s with our use of the Danielson framework.	Principal & Assistant Principal	September to October 2014	Principal, Assistant Principal, Coaches, INPS facilitators
Principal will participate in a Critical Friends leadership group through The Leadership Academy which will continue to support evaluation of success of our restructuring process.	Principal & Assistant Principal	October 2014 to April 2015	Principal, AP, Learning Partners teams at each school
.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Assistant Principal, International Network for Public Schools, Leadership Academy Coach 1. Curriculum and staff development services will be purchased from INPS: Principal Meetings: Monthly, 9-12 and AP Meetings monthly 9-12 2. Critical Friends meetings and dates Monthly 1-3 pm through NYC Leadership Academy

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 IIA		Title III	X	Grants
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:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

- Administrators will provide opportunities for professional development to teachers in targeted areas from September to June and give directed feedback on observations. Administrators will facilitate and support inter-visitations and portfolio shares between teachers.
- Principal will share ideas from monthly Critical Friends group and work with AP to implement the teacher evaluation system. Teachers will be evaluation system. Teachers will be evaluated on an ongoing basis from September to June, with goal setting, mid-year check-in and end of year reflection and assessment to determine progress with instructional improvement.

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

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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32. 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.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

As newcomer students, our students must learn English and navigate a new culture. In addition, immigrant families face the challenge of a language barrier in society and as parents. To support families and ensure that parents are welcomed and engaged in the school, we have taken a number of measures. First, we have a bilingual parent coordinator, a fully bilingual guidance department, and a fully bilingual support staff. In addition, the majority of teachers are bilingual. To further engage parents, we have monthly parent nights in addition to the required conferences. These are well-attended. Parents, in their native language, are welcomed into the school on a regular basis and supported with a wide variety of workshops that address topics including student safety, teen health, academic support, and college admissions and financial aid.

To further support families, socially and economically—as well as to fully engage parents in the school community—we offer

To further support families, socially and economically—as well as to fully engage parents in the school community—we offer an English class for parents on Saturdays concurrent with our well-attended Saturday program for students so that students and families can learn together. This creates both student and parent engagement in our learning community.

We have 90 unaccompanied minors who recently joined our student body. We know that these students have unique socio-emotional needs. To address these needs, we have conferences with the students, the guidance counselor and the students’ families.

Through intake surveys and surveys during Advisory class, we noticed that our students know very little about the American college process, which is somewhat different than the college process in their home countries. Understanding the path to college and the college admissions process is integral to students’ success in high school. To address this need, we will create a 9-12 college preparation curriculum in our Advisory classes. To support this curriculum, we will hold multiple college information sessions at night led by our guidance counselor to help parents understand the college process and better support their students at home. Our 2013-2014 most recent School Quality Review notes:

Additionally, school counselors created a college advisory curriculum which requires students to reflect on their areas of challenge and to create self-improvement plans . . . This advisory curriculum has helped senior students consider their interests, needs, and aptitudes for writing effective personal statements and to complete college applications on time

We are proud of our regular and consistent communication with parents. Our Parent Coordinator is available to parents both during the school day and on evenings and weekends. Indeed, our 2013-2014 Learning Environment Survey showed that parents were 98% satisfied with our school culture, 100% satisfied with our instructional core and 99% satisfied with our systems for improvement. 94% of parents took this survey. We are also proud of our Saturday ESL program for parents as a vehicle to promote family engagement in the school and the community.

The over 90 unaccompanied minors that we have received this year present special challenges with respect to community and family engagement. We are working to support these students academically and socio-emotionally. Our strengths according to the Capacity Framework element of strong family and community ties lies in the high level of involvement that parents have in the school community—despite the fact that very few of our parents speak English. As a priority need, we want to build off of this strength by increasing the parent involvement through family education programs, including ESL classes for parents and parent workshops. In addition, we will add a social worker once a week to support unaccompanied minors, and we will continue to create engaging parent workshops to bring parents into the school community each month.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, we will encourage family and community involvement through Saturday ESL class for parents and other relatives, and we will also include workshops about curriculum, college matriculation, and immigration.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Acquire the support of a social worker to specifically address the needs of unaccompanied minors.	All unaccompanied minors	November 2014-June 2015	Principal, Assistant Principal and Parent Coordinator
Hold ESL classes for family members on Saturdays.	Any interested PAIHS family members	September 2014-June 2015	Spanish Teacher and Parent Coordinator
Hold college information workshops for parents.	Any interested PAIHS parents (with special recruiting emphasis placed on parents of seniors)	September 2014-June 2015	Guidance Counselor and Parent Coordinator

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Part 4 – Resources Needed

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

In addition to program resources and per session, the Saturday program for parents, parent nights, and parent workshops will require the efforts of guidance counselors, the parent coordinator, a social worker, members of the Advisory committee (teachers across grades), and a teacher for the Saturday parent ESL class.

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 IIA	X	Title III	X	Grants
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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:

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

Our mid-point benchmark will be Monday, February 9th.

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

- We will have conducted at least two college information nights for parents.
- We will have held at least ten Saturday ESL classes for parents.
- The designated social worker will have visited our school at least five times.
- The Advisory curriculum for Units 1-3 will reflect college and career readiness.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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42. 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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Baseline Exams Pre & Post Assessments SIFE Literacy Levels Achievement Outcomes Unit Grades/Progress Reports Student Journals DYO	Targeted Academic Intervention Classes 2X per week After-School tutoring 4X per Week & Saturday School	Small Group and One on One	During the school day After School Saturday
Mathematics	Baseline Exams Pre & Post Assessments SIFE Numeracy Levels Achievement Outcomes Unit Grades/Progress Reports Student Journals DYO	Targeted Academic Intervention classes 2X per week Before and After School Preparatory class 4 times per week	Small group Tutoring One on One	During the School Day Before School Day After-School Day Saturdays
Science	Interim Assessments- specifically lab reports Science literacy Baseline Exams Pre & Post Assessments SIFE Literacy Levels Achievement Outcomes Unit Grades/Progress Reports Student Journals DYO	Targeted Academic Intervention classes 2X per week Small Group Tutoring 4X per week	Small Group Tutoring One on One	During the School Day After-School Saturday Academy
Social Studies	Baseline Exams Pre & Post Assessments	Targeted Academic Intervention classes 2X per week	Small Group Tutoring One on One	During the School Day After-School Saturday Academy

	SIFE Numeracy Levels Achievement Outcomes Unit Grades/Progress Reports Student Journals DYO's	Tutoring 4 times a week		
At-risk services (<i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Patterns in Attendance & Lateness, Referrals from teachers, Emotional Issues, Promotion, At Risk situations	Individual Counseling and parental outreach	One on One	During the School Day After-School Saturday Academy

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.

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

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

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

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

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

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

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).

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

- o CFN 106
- o Office of English Language Learners
- o Aida Wailqui
- Q-Tel
- Facing History
- New York City Writing Project

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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.

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

selected.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 # 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	391,414.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	27,674.00	X	
Tax Levy (FSF)	Local	2,672,951.00	X	

¹Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 8: 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 CEP 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.

Pan American International High School at Monroe
1300 Boynton Avenue, Bronx, NY 10472 **Bridgit Claire Bye, Principal**
Phone (718) 991-7238 **George Badia, A. P.**
Fax (718) 991-7872
New York City Department of Education
Affiliated with Internationals Network for Public Schools
In Partnership with South Bronx Overall Economic Development Corporation

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Pan American International H.S. at Monroe**, 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 H. S. at Monroe** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of

- participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 12	Borough Bronx	School Number 388
School Name Pan American International HS at Monroe		

B. 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 Bridgit C. Bye	Assistant Principal George Badia
Coach Alison Koffler-Wise	Coach Rona Armillas
ESL Teacher Travis Combs	Guidance Counselor Thomas Erickson
Teacher/Subject Area Mary Pollack/Science	Parent Mayra Pena
Teacher/Subject Area Jessica Kelly/ESL/SS	Parent Coordinator Estefania Sosa
Related Service Provider None	Other Hilda Delgado/Secretary
Network Leader(Only if working with the LAP team) Cyndi Kerr	Other Clelia Nolasco/NLA

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.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	6	Number of teachers who hold both content area and ESL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	5	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	407	Total number of ELLs	385	ELLs as share of total student population (%)	94.59%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										103	77	188	17	385
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	103	77	188	17	385

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	337	85	6	41	13	0	7	2	0	385
Total	337	85	6	41	13	0	7	2	0	385

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																					
K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										103	77	188	17	385
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	103	77	188	17	385								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										100	62	78	3	243
Intermediate(I)										3	11	79	2	95
Advanced (A)										0	4	31	12	47
Total	0	103	77	188	17	385								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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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					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

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	104		45	
Integrated Algebra		119		98
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science		132		9
Living Environment		98		65
Physics				
Global History and Geography		91		57
US History and Government		105		47
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)	69	69	81	79				
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.
At Pan American International, we assess the early literacy skills using different assessments like DORA, the LAB-R in Spanish and English, and writing samples. The NYSESLAT data indicates that 97% of our 9th grade population are testing as beginners. The general trend seems to be that as students move through the grades, their literacy level improves but most of our students remain at

the Intermediate levels. For example, in 11th grade, 42% of the students tested as intermediate while 16% tested as advanced. By 12th grade, those percentages increase so that 71% of the students tested as advanced and 32% became proficient. Additional, data indicates that in year 2012 only 2% of our school population was proficient, while in 2013 8% were proficient. We understand that every year will have a high percentage of beginners since 90% of our students are over-the-counter recent immigrants. Furthermore, 26% of our population is SIFE. It appears that over the course of 4 years, most students improve their literacy skills, but the majority remain at the Intermediate level. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas, specially the Native Language Arts class. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will see an improvement in their scores over time.

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQO tool](#))

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

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

At Pan American we focus on developing literacy in their native language since we believe that through the native language the students learn main concepts and skills and then transfer them to the second language. Our curriculum includes four years of Spanish, taught by native speakers of Spanish, with an emphasis on literacy at all levels, and four years of English, Social Studies, Science and Math using integrated, content-based ESL methodology. Both literacy instruction and explicit language instruction are incorporated into each of the content areas. All content-area teachers have been trained on an ongoing basis in literacy and language instruction through a series of professional development workshops offered by the Internationals Network for Public School, Quality Teaching of English Language Learners (QTEL), other providers, and our own faculty. The math class and the Spanish (Native Language Arts) class for 9th and 10th

graders are conducted in Spanish. In 11th grade, the Spanish NLA class is the only class in Spanish, and remains focused on developing and enhancing students' native language reading and writing ability. In 12th grade, the students take AP Spanish literature if they have already passed the English Regents. Students who still have not passed the English Regents, many of whom include our SIFE students, will take an extra English literacy class and will have the opportunity to further develop their Spanish literacy after school in our extended day program.

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

N/A

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

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

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

Based on the Internationals Approach, students' backgrounds are viewed as assets in the classroom. At Pan American International at Monroe where all students speak the same language, Spanish, native language instruction plays an integral part of our curriculum, literacy and scaffolding. Native language classes are part of our students' program for four years. NYSESLAT and LAB-R information is shared with the students' teachers. Teachers take this data into account while planning instruction. In addition, to the NYSESLAT and LAB R data, we analyze data from DY0 assessments, Pre and Post assessments for every unit, Progress Reports and Regents Mock examinations. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum.

7. For dual language programs, answer the following:

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

N/A

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

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

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

School Progress Report data

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

Part IV: ELL Identification Process

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

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

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

The people responsible for this are:

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

All ELLs, as identified in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

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

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

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

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

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

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

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

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

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

Parents are invited to informational sessions.

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

Letters and flyers are given to the parent.

The process is described in question number one.

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

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

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

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

Pan American International HS honors parent's choice.

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

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

All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers and test coordination is done by our literacy coach. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **1**
- Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. All of our parents have requested Free-Standing ESL.

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

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

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each

year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 65 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 times a week, plus the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 20-22 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 65 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 times a week, plus the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 20-22 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.

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

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

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

All teachers understand that language acquisition must occur in all four modalities, meaning listening, speaking, reading and writing. Teachers work in collaborative teams with two or more licensed ESL teachers on each team, so these ESL teachers help the content teachers through the common planning of curriculum. Also, all content teachers have attended ELL specific professional development through QTEL, WestEd or INPS to ensure their understanding and give them tools to teach to all four of these modalities. Through the INPS core principles of collaborative and experiential learning, teachers make sure sure that students acquire new language through speaking and listening. With Common Core professional development, teachers also ensure students acquire language through reading and writing. Finally, all students work on portfolio projects for each class which incorporate all four language learning modalities. These projects include written pieces, as well as presentations. The initial written piece serves as a diagnostic and can then be compared with the following formal and informal writing pices over the course of the year to evaluate and understand students' progress over the course of the year. Formal and informal assessments are conducted multiple times over the course of the year. Thus, all four modalities are appropriately evaluated.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English

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

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

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

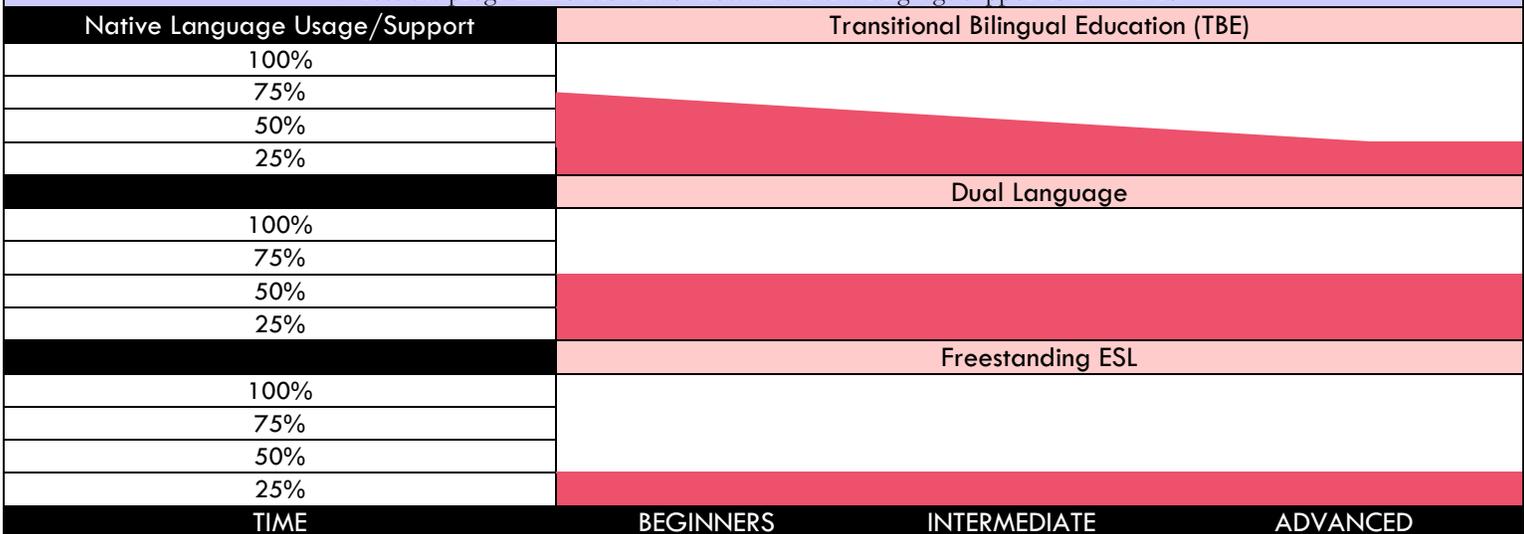
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotes. Teachers facilitating these programs utilize the "Internationals Approach":
- Individualized and Small Group After School Tutoring for all content areas-- four times a week students are encouraged by teachers, guidance counselors and administrators to attend after school tutoring. These tutoring sessions strengthen students' literacy and numeracy skills as students receive individualized assistance with homework assignments.
 - Math Support Class -- twice a week for one hour, targeted students work with their math teachers to improve numeracy skills before the regular school day.
 - English Support Class -- once a week for one hour, targeted students meet with an English teacher completing projects designed to improve their literacy skills.
- Social Studies --twice a week for one hour, targeted students meet with an Global or US History teacher completing projects designed to improve their literacy skills and learn historical concepts.
- Science-- twice a week for one hour, targeted students meet with a Living Environment or Earth Science teacher completing projects designed to improve literacy skills and concepts.
- Saturday Academy- SIFE students receive numeracy and literacy support classes. All students attend additional Regents preparation classes, and elective classes as Immigrant Writing, Geography and World Civilization, Social Justice and Latinos in NYC, Applied Sciences, and others.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation. Furthermore, students in these clubs speak English helping their language development. The effectiveness of these programs is measured through analysis of participants' grades, attendance, informal/formal assessments in the programs and teacher anecdotes.
- In addition, instruction in all content areas is delivered in a small class setting. Teachers provide scaffolded lessons where students
11. What new programs or improvements will be considered for the upcoming school year?
- A revised, vertically aligned, comprehensive college advisory program. New interdisciplinary after-school classes for credit recovery. Personalized student binders that track student pre- and post- assessments, portfolio and DY0 assessments.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At Pan American International is 100% English Language Learners or Former English Language Learners, therefore all students participate from College Awareness and Readiness Curriculum, Cultural Trips, Technology in the classroom and at home, Tutoring After School and on Saturdays.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Since all of our students are multi-lingual, they are encouraged to use their native languages whenever possible to aid in communication with their peers or to aid in understanding of the content. When possible, teachers incorporate native language materials into the curriculum based on the students' needs and ability levels. Some examples include:
- QTEL Institute curricula
 - New York Writing Project

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

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

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

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

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

We use a wide array of resources in our school including teacher-made materials, textbooks on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

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

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

18. What language electives are offered to ELLs?

Spanish NLA, AP Spanish Language, AP Spanish Literature

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

All professional development at our school is focused on ELL training since the 99% of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of 120 hours of professional development a year. In addition, our

school participates in professional development organized by Internationals Network for Public Schools, including inter-visitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities. Paste response to questions here:

D. Parental Involvement

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

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

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

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

3. How do you evaluate the needs of parents?

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Pan American International HS

School DBN: 12X388

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bridgit C. Bye	Principal		1/1/01
George Badia	Assistant Principal		1/1/01
Estefania Sosa	Parent Coordinator		1/1/01
Jessica Kelly	ESL Teacher		1/1/01
Mayra Pena	Parent		1/1/01
Nolasco Clelia	Teacher/Subject Area		1/1/01
Mary Pollack	Teacher/Subject Area		1/1/01
Rona Armillas	Coach		1/1/01
Alison Koffler-Wise	Coach		1/1/01
Thomas Erickson	Guidance Counselor		1/1/01
Cindy Kerr	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **12X388** School Name: **Pan American Intenational HS**

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

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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



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: <u>Pan American Intl HS @Monroe</u>	DBN: <u>12X388</u>
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 200
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: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

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:

Rationale and description:

At Pan American International High School at Monroe (PAIHS at Monroe), the target population of the entire school is comprised of recently arrived immigrants who are native speakers of Spanish and who score below the 21st percentile on the English LAB R exam. Approximately 37% of our population qualifies as SIFE, 15% are unaccompanied minors and 28% is over-aged. Due to these factors, limited or insufficient educational opportunities prior to entrance in PAIHS, the lack of basic English skills upon arrival to our school and the low literacy and numeracy levels in Spanish, students at PAIHS need instruction that extends beyond the school day in order to succeed academically. Before school, after school, and on Saturdays, we provide direct supplemental instruction English language instruction, a native language (Spanish) literacy program, and support that focuses on literacy and in numeracy skills. As with our regular instructional program, our supplemental programs integrate language and content instruction, utilize blended instruction, and are interdisciplinary in nature. Students whose first language is not English need additional support and instructional time beyond the regular school day in order to enhance skills and succeed academically. The NYSESLAT scores indicate for the ESL students attending Pan American International High School at Monroe, that many of our students need additional support with reading and writing.

The Title III program provides English Language Learners with direct enrichment ESL instruction developing English and Spanish academic language in the areas of Science, Math and History. All of our subject area classes are ESL and content area classes.

The title III program will address the following students:

- Students that need additional support in 12th grade English based on the June 2014 ELA results.
- Students in 9-11 grade that need additional enrichment in ESL/Science based on teacher-created units pre and post assessment results.
- Students in 11th grade that need additional support with ESL/Algebra based on the 2014

Part B: Direct Instruction Supplemental Program Information

Algebra Regents results.

- Students that need additional support in the area of ESL/Social Studies based on pre and post assessments results.

The instructional programs provided with Title III funding will service ELL's in two contiguous grade grouping (9th/10th and 11th/12th) of high school students who score at the Beginning, Intermediate and Advanced levels on the NYSESLT. In addition, our former ELL's may participate for up to 2 years after exiting ELL status. Teachers will be paid per session rate. All of our supplemental Title III instructional programs will have dual licensed teachers in ESL and content area or an ESL teacher working directly with the content area teachers to plan curriculum and co-teach the activity. The content area teachers will be licensed in English, Social Studies, Science or Math but will always be working directly with an ESL licensed teacher.

The after school program consist of 30 weeks of instruction, 4 hours every week. The program runs from September 2014 up to June 2015. The Title III After-School Program is Monday thru Thursday 3:45 pm to 5:45 pm. The Saturday Title III Program runs from 8:30 am to 12:30 pm, September 2014 up to June 2015.

120 students will be served in the after school program and 80 in the Saturday program. Group size will be maintained from 15 to 20 students per teacher. There are 6 licensed teachers in the After School/Saturday Title III program. (2 ESL teachers, 1 ESL/Math teacher, 2 Science licensed teachers, 1 Bilingual History teacher)

After School Program

After school Small Group Instruction Program: Targeted enrichment in Social Studies, English, Math, Living Environment and Physics. ESL and content area teachers in Social Studies, English, Math and Biology provide direct instruction to students in all of the ESL sub-groups in small group settings for four hours per week. The targeted students are 9th/10th 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. In addition, this class not only includes ELL students who are having difficulties with their class work but also provides assistance for ELL students who are working on their 10th grade portfolio projects which include the Social Studies Research paper, Spanish Literacy Essay, Math Project, Science Project, English Literary Essay, Creative Project as well as their Mastery Statement. The program will place an emphasis on developing all literacy skills which will help to develop students' college readiness. These classes will be taught by certified ESL and Content Area

Part B: Direct Instruction Supplemental Program Information

teachers that are knowledgeable of ELL best practices. The classes will meet weekly for 30 sessions from September 15, 2014 through June 19, 2015 for two hours per day. Instructional materials will include, teacher handmade materials, scientific calculators, graphing paper, composition notebooks, dictionaries, construction paper, graphing calculators, World Atlas, SAS Curriculum Pathways, DBQ Projects, Pro Quest, Grolier Data Base programs, manipulatives, Cambridge Young leveled literature, Reading Plus and Reading Horizons.

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 on Wednesdays from 3:45 pm to 5:45 pm.

Science Literacy Program: This program will serve students in Living Environment and Physics. The teachers will be licensed in Biology and Physics. They will be co-teaching with one ESL teacher in order to provide the students with activities that promote best practices for English Language Learners.

The Living Environment support class will meet on Tuesdays and Thursdays from 3:45 pm to 5:45 pm. The instructional rationale for this class is to develop science literacy through hands on science exploration utilizing oral practice, new vocabulary practice, journal writing about observations made while doing laboratory experiments. The students will make connections between Spanish and English scientific vocabulary, as well as drawing on the background knowledge students have from their own countries. Additional Instructional supplies needed for this class include: the dissection of various organisms. One of the planned dissections includes a fetal pig. The class will also utilize teacher designed Literacy Guides to assist students with their laboratory research at no cost. The curriculum is primarily project-based tasks that students complete in groups. In addition, the materials for this class include models of the human body, microscopes, informational texts (i.e. The Living Environment by Holt, Life Science by McDougal Littell, and various laboratory supplies

Physics Support class will meet on a weekly basis on Mondays and Tuesdays from 3:45 pm to 5:45 pm. The instructional rationale for this class is to develop science literacy thorough hands on science concepts that help students make connections to equations, graphs and other concepts learned in Math.

ESL/English support class will meet on Tuesdays & Thursdays from 3:45 pm to 5:45 pm. 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

Part B: Direct Instruction Supplemental Program Information

Horizons.

Saturday Program

The Saturday program runs for 30 Saturdays from September 2014 through June 2015. The program runs from 8:30 am to 12:30 pm. The day on Saturday school is divided in three sessions of 80 minutes each totaling 4 hours of instruction. Each session is comprised of 20 students.

ESL through Social Studies class supports 80 students in grades 9 through 12. Students served on this class have been identified as lacking in foundational historical skills through formative and summative teacher-created assessments, as well as examining student work samples. The class is co-taught by two licensed teachers one in Bilingual Social Studies and the other one in ESL. This class not only is based on historical facts and information but also addresses critical thinking, chronology, supporting claims with textual evidence, reading informational texts, and identifying primary and secondary sources. Material for this class include: Word Atlas, Pro Quest & Grolier Data Bases, DBQ Projects, SAS Curriculum Pathways, Brain Pop, and other teacher made activity guides.

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:

Rationale Program I:

As proven national experts in the education of ELLs, the International Network for Public Schools (INPS) will be able to provide us with excellent professional development about ELLs. In particular, as this is our first year administering Performance Based Assessments Tasks (PBATs), we feel our entire staff of 30 teachers could benefit from PD around this topic. Many of the schools in the INPS have done PBATs before and the staff there are experts at helping ELLs with these tasks. We know that learning best practices surrounding these assessments will increase our graduation rate and better prepare our students for college and beyond.

Teachers to Receive Training: (Program 1)

Our entire faculty of 30 teachers will receive this training.

Schedule and Duration Program One:

Part C: Professional Development

On a date to be determined later, INPS will come to our school for the entire 6-hour day. They will give various sessions to different disciplines and at least one full staff session.

Topics to Be Covered Program One:

Portfolio-Based Assessment (PBAT) and Instruction of ELLs

Rationale for Program:

As a member of the Internationals Network for Public Schools, our school exclusively works with ELLs and all of our Professional Development (PD) is directed toward working with ELLs. This year, we are focusing our PD on the academic success of our ELLs, particularly with respect to their success on the two Regents exams (Math and ELA) and the Graduation Worthy Portfolio Projects that our students must complete to graduate. All of these sessions focus on the specific needs of ELLs and how we can best adjust the direct instruction we give students to best prepare them for success on these required assessments and in college.

Teachers to receive training: (Program II)

Since we consider all of our teachers as language teachers, our entire faculty will receive these trainings. We have 30 teachers total.

Schedule and duration Program Two:

As a PROSE school, our PD time is allocated differently than the UFT contract mandates. We meet once a month on a Friday afternoon, after the students have been dismissed from September-June. Each session is 2 hours long from 1:20-3:20pm.

Topics to be covered and providers:

September 19, 2014 - Ensuring Success for English Language Learners Emergent Bilinguals on Graduation Worthy Portfolio Projects (provided by Jessica Kelly, ESL/History certified)

October 3, 2014 - Accountable Talk in the ESL/Emergent Bilingual Classroom (provided by Helen Corcoran and Mary Pollack, trained by International Network for Public Schools)

October 31, 2014 - Ensuring Success for English Language Learners/Emergent Bilinguals on the Common Core ELA Regents (provided by Jamie Maple and Travis Combs, both ESL certified)

November 21, 2014- Ensuring Success for English Language Learners/Emergent Bilinguals on the

Part C: Professional Development

Common Core Math Regents (provided by Yohanny Santana, bilingual Math certified)

December 19, 2014- Ensuring Success for English Language Learners/Emergent Bilinguals on Graduation Worthy Portfolio Projects (provided by Jessica Kelly, ESL certified)

February 20, 2014- Differentiation in the ESL/Emergent Bilingual Classroom (provided by Rona XX, ELL Literacy Coach)

April 24, 2014- Formative Assessments in the ESL/Emergent Bilingual Classroom (provided by Rona XX, ELL Literacy Coach)

May 15, 2014- Teaching English Language Learners/Emergent Bilinguals to Write Better (provided by Allison XX, NYC Writing Project Coach)

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:

Rationale:

To be successful in the United States and help their students achieve the most that they can academically, it is helpful for parents of immigrant students to acquire English. As many of our parents are immigrants themselves from Spanish-speaking countries, they benefit from direct ESL instruction. This allows them to better communicate with their students' teachers and to better assist and support their children with English language homework. In addition, our ESL classes for parents also provide more English literacy instruction for parents. Increasing the English literacy of parents helps parents directly support their students with their academic needs, including homework and college applications.

Schedule and duration:

This program meets every Saturday from September 2014-June 2015 from 8:30-12:30pm for 32 weeks total.

Topics to be covered:

The curriculum for this course is all ESL and includes

-verb tenses (present, past and future)

Part D: Parental Engagement Activities

- personal pronouns
- direct and indirect object pronouns
- conversational English
- thematic vocabulary (introductions, school vocabulary, food, health care, clothes, weather, etc)

Provider:

Clelia Nolasco, certified Spanish teacher and fully bilingual in English and Spanish

As a Honduran immigrant herself, Clelia can easily identify with and connect to our parents, as well as communicate with them fully.

Notification:

Every month, our Parent Coordinator sends a newsletter home in Spanish where these courses are advertised. We also use automated calling system at the beginning of each semester to advertise this program to our non-literate parents. We also sent a separate letter home in Spanish about this program and spoke about it at Back to School Night, where all speeches were in Spanish.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
materials. • Must be clearly listed.		
Educational Software (Object Code 199)	\$ _____	_____
Travel	_____	_____
Other	\$ _____	_____
TOTAL	\$ _____	_____