



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

24Q296

School Name:

PAN AMERICAN INTERNATIONAL HIGH SCHOOL

Principal:

GEORGE BADIA

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Pan American International High School School Number (DBN): 24Q296
High School 9-12
Grades Served: _____
School Address: 45-10 94th Street, Elmhurst, NY 11373
Phone Number: 718-271-3602 Fax: 718-271-4041
School Contact Person: George Badia Email Address: gbadia@schools.nyc.gov
Principal: George Badia
UFT Chapter Leader: Laura Benin
Parents' Association President: Zenaida Torres
SLT Chairperson: George Badia
Title I Parent Representative (or Parent Advisory Council Chairperson): Zenaida Torres
Student Representative(s): Maria Pimentel
Lisseth Vazquez
Monica Causu
CBO Representative: _____

District Information

District: 24 Superintendent: Elaine Lindsey
Superintendent's Office Address: 30-48 Linden Place, Flushing NY, 11354
Elindse@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: 718-281-7696 Fax: 718-391-8320

Borough Field Support Center (BFSC)

BFSC: North Queens Director: Lawrence Prendergast

28-11 Queens Plaza North, Long Island City, NY 11101

Director's Office Address:

lpender@schools.nyc.gov

Director's Email Address:

917-225-2020

718-391-8320

Phone Number:

Fax:

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
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.
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.
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.
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 administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	George Badia	*Principal or Designee	
X	Laura Benin	*UFT Chapter Leader or Designee	
X	Zenaida Torres	*PA/PTA President or Designated Co-President	
X	Lisette Burgos	DC 37 Representative (staff), if applicable	
X	Zenaida Torres	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Monica Causu	Community School Director (staff)	
X	Maria Pimentel	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Liseth Vazquez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Gilberto Gomez	Parent	
X	Ruth Sigcha, Parent	Staff/Parent/Other Contributor	
X	Mayra Martinez, Parent	Staff/Parent/Other Contributor	
X	Lorena Benson, Teacher	Staff/Parent/Other Contributor	
X	Percy Barajas, Teacher	Staff/Parent/Other Contributor	
X	Rosario Rueda, Parent	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Pan American International High School (PAIHS) is part of the Internationals Network of Public Schools. We exclusively serve students who have been in the country less than 4 years and are from Spanish-Speaking countries. PAIHS has 390 students in grades 9 – 12, 89% of them are classified as English Language Learners, and 100% are Latino. 85% of our students are eligible for free lunch. 38% of our students are over-aged and under-credited (School Quality Guide).

The Pan American International High School is a diverse learning community of recently immigrated English Language Learners. Our primary focus is on English language development, while providing opportunities for students to enhance their Spanish language skills. Our partnerships with organizations such as Urban Arts and Make the Road NY cultivate the leadership of students in their communities through service, learning projects, internships, and the arts. We are committed to creating an environment that values students' cultures, native languages, and individual differences as we prepare them for success in college and career.

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

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

All of our students participate in our Native Language Arts program as a complement to our ESL program, where students receive literacy instruction as well as content area instruction to support humanities. Moreover, all of our classes use the native language in the content areas to support learning. We promote biliteracy and bilingualism, so we

encourage students to utilize resources in both languages to help them develop their content knowledge. Our classroom libraries contain content materials in Spanish and English. When materials are not available for students at both the appropriate age and grade level, teachers create materials that are appropriate for both.

Last year, PAIHS received a waiver from the NY State Department of Education as part of a three-year pilot. In lieu of the social studies and science Regents exams, students must complete graduation portfolios in English, Science, Social Studies, Math, and Native Language Arts (Spanish). Students will be graded according to a rubric jointly developed with other pilot Internationals schools. This year, PAIHS is supporting extensive professional development both in school and outside of school to support teachers in applying 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-needs population, we provide our students with extensive academic and social support so that they can graduate college-ready within four years. Our school has an after-school program each day for two hours that includes academic and recreational activities. Urban Arts is an integral partner in providing academic Regents support classes Monday – Friday and 4 hours on Saturday in the areas of ELA and Math.

Going forward, for the 2015-2016 school year, we will also be implementing the Writing is Thinking through Strategic Inquiry (WITsi) program to enable teachers to teach critical writing skills in an effort to help students meet the demands of Common Core-aligned and rigorous writing tasks. A team of teachers will receive training throughout the academic year (2015-2016) where they will learn how to implement the WIT strategies as well as how to conduct inquiry with a targeted set of students. Through WITsi, the 11th grade teachers will also be immersed in inquiry work specifically geared to the ELA Common Core Regents examination.

The administration has established a teacher evaluation system that is aimed at supporting teachers with PD and frequent observation cycles to support teacher development. One of our main focus areas continues to be around supporting teachers to develop best practices in order to provide our ELL students greater access to curriculum that is Common-Core aligned and would therefore help them become career and college ready. To this end, we have made some strategic programming decisions and targeted Professional Development for our teachers to help them develop more rigorous instruction, which follows a specific project-based instructional model.

Our parent participation rate has continued to increase as evidenced by higher attendance in PA meetings, parent workshops, school-wide events and parent-teacher conferences. Additionally, we increased our guidance personnel to include three full-time guidance counselors to more properly provide social-emotional support to our 390 students. Our attendance teacher works closely with our guidance department and support staff and together they provide interventions that enable students with low attendance to take the necessary action to improve attendance and become more successful academically. Our students receive an array of academic and social-emotional support through guidance and academic interventions.

Last year, our school made significant progress in our graduation rate. Every teacher adopted 3 seniors and checked in with them on a daily basis, sometimes several times a day, often conferencing in the hallway, in the cafeteria, or during a chance encounter on the stairs. This strategy proved to be successful. We showed an 8% increase by going from 42% four-year graduation rate to a 50% four-year graduation rate. As of June 2015, our graduation rate rose to 66%. Additionally, due to intensive, targeted support this summer with the ELA and Algebra Regents, the graduation rose another 10% to 76% by August. Overall, these gains were partly due to the intensive support teachers gave to our seniors last year, an initiative that will continue this year. In a collaborative effort, we also conducted several data-based studies and created item-analysis action plans in order to address specific areas of need for our students. We offer after-school and Saturday Academy for all students who did not pass the Regents exams and conduct mock Regents exams on a monthly basis.

This year, our various partners have supported our work with ELLs during the school day, as well as during extended learning time and Saturday Academy. INPS has provided extensive teacher coaching and Professional Development on a variety of topics including lesson planning and curriculum mapping, as well as the use of strategies to support ELLs. The current PD model offered by Internationals includes a bi-weekly learning session where teachers are explicitly taught specific teacher moves or planning strategies. On alternating weeks, teachers are expected to present the work related

to what they learned such as their created or adapted unit maps and lesson plans. In order to strengthen instruction, a coach from Internationals also comes in once per week to work with the Science teachers. A coach from Generation Ready also comes in once per week to work closely with the mathematics teachers. We also have 3 Peer Collaborative Teachers who are working closely with select teachers on curriculum planning and instruction.

Teaching Artists from Urban Arts co-teach with our ELA teachers to help students learn English through the Arts. This year, through our 21st Century Grant, we have added Coding integration in our 12th grade Media Arts class, as well as mathematics integration in 11th grade Geometry. Our partnerships with SUNY have allowed us to offer three University in the Classroom courses during the school day in Economics, Spanish and Art. Students receive three college credits upon successful completion. Our partnership with CUNY allows us to offer a College Now course before the school day, as well as a CUNY LINCT ELA class and math class for seniors. Students enroll three college credits upon successful completion of the College Now course.

The Extended Learning Time provides literacy and numeracy skills to students in their own language so that they will transfer these skills into their academic classes. We offer a variety of non-academic activities as well, such as our theatre club which will continue its annual musical, combining acting, singing, and dance. Through theatre, we help our students build their oralcy (speaking and listening) skills in English, especially with regards to pronunciation and diction in English.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Curriculum and Rigor are the core of our school’s instructional focus which is:</p> <p align="center">"If teachers plan for rigorous, Common-core aligned tasks, with scaffolds for academic language, then student work will reflect a college-level readiness in academic discourse and presentation."</p> <p>On the (2013 – 2014) Quality Review, we received a score of Developing on two of the three instructional core strands. The Quality Review noted, “The school is in the process of fully aligning its curricula and instructional materials to the Common Core Learning Standards (CCLS) and their aim is June 2014, all teachers will have developed CCLS aligned curriculum as a means to ensure that students become career ready.”</p> <p>We continue to work towards this goal. While we did successfully align some curriculum to the CCLS standards as evidenced by the curriculum that was submitted by all of our teachers prior to the beginning of the school year (2014-2015), PAIHS teachers are working collaboratively toward incorporating projects and rigor into the units. Units are reviewed by the administration to provide feedback on how to increase rigor and student collaboration in every unit. With the growing number of students who are unaccompanied minors and students with interrupted education (SIFE), we must adapt and modify instruction regularly to meet the shifting needs of our student population. Data shows that these students have a greater need for scaffolding and literacy support in order to achieve the same levels of success. In</p>		

order to increase our graduation rate above the current 66%, we have continued to provide a higher level of academic support and literacy instruction for our students.

1). 3.2: According to the 2012-2013 Diagnostic Tool for School and District Effectiveness (DTSDE), the school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS. There is PD relating to the curriculum and an implementation plan that provide opportunities for teachers to meet regularly to align the curricula to CCLS. Teachers reported that grade and vertical teams of teachers receive time to meet in order to discuss and develop curricula. The school has developed units of study including pacing calendars, and curricular materials that support the CCLS. In order to continue the work, during the 2015-2016 school year, the principal has differentiated professional development for the teachers, ensuring that they receive extensive training and coaching in a variety of instructional strategies and methods that have been proven to be effective to support ELLs. For the fall semester of 2015, the faculty will be immersed in professional learning provided by the Internationals Network for Public Schools specifically on crafting rigorous, Common-Core aligned projects and units. Trevor Safford from Internationals provides the PD every other Monday and additionally supports the science teachers with one-on-one coaching once per week. To support our mathematics department to develop curricula that will help our students meet the demands of the Algebra Common Core Regents, Boma Jack from Generation Ready will provide one-on-one coaching to all of the math teachers including, but not limited to, observing and providing feedback, providing curricular resources and supporting the team with the lesson study process during their content planning time. In order to address the need to strengthen instructional practice, we have moved away from last year's PD model of providing teachers with a variety of sessions on different practices, and instead will focus the first semester on one lens - planning for project-based instruction. The Spring semester professional learning will be geared towards the high leverage pedagogical strategy, such as questioning, that is determined through observations and feedback to be of critical need for our faculty. Additionally, three teachers have been assigned as Peer Collaborative teachers and will be observing and mentoring several teachers across the Humanities disciplines. In addition, the principal continually arranges for content-area teachers and departments to visit other Internationals schools, as well as local schools where curriculum and lesson planning are exemplary, so that teachers can receive coaching from their peers in how to create project-based curriculum that supports our learners. Both the principal and the assistant principal will accompany teachers on their visits to other schools to observe classes and debrief with the teachers, as well as the administrators from the other schools, in order to fully understand the process for creating curriculum that effectively meets the needs of our English Language Learners. Moreover, the administration, along with the team leaders, will devise an inter-visitation schedule so that teachers at PAHS can observe each other and have critical conversations about pedagogical practice. The administration, accompanied by the Coordinating Council (team leaders, coaches, UFT representative and guidance representative) will engage in periodic "learning walk" observation rounds to gain further insight into the pedagogical needs of the faculty and have discussions about how best to support teachers within the context of feedback sessions, team meetings, and mentoring activities.

2). 3.3: The 2012-2013 DTSDE noted that teachers collaboratively created a framework of pacing calendars and unit plans that support the CCLS. However, classroom visits by the ITT showed inconsistency in the delivery of instruction. In many classrooms, evidence of engaging students in learning was missing and effective teachers moves such as activating prior knowledge, modeling, and engaging students in discussion were not being employed. Instruction was teacher-centered and activities did not allow for multiple points of entry. Teachers did not ask questions that elicited higher-order thinking to deepen conceptual understanding of the instructional content. In order to address these needs, the first observation round of teachers, calls for administration, coaches and team leaders, to focus on observing teacher practice around activating prior knowledge and modeling in order to provide targeted feedback in these areas. These components would also be focused on in content planning meetings as teachers provide peer feedback when analyzing lesson plans, student work products, through inter-visitations. Coaches Safford and Jack also supply resources to teachers in the form of a menu of activities and strategies they can use to activate prior knowledge and model. Coaches will also co-plan with teachers and model instructional practices for teachers.

3). 3.4. In the 2013-2014 Quality Review and the 2014-2015 Quality Review, it was highlighted that one of the school's areas of celebration is 3.4. The school leaders share their high expectations with staff and consistently communicate expectations to families connected to college and career readiness. Administration has worked collaboratively with faculty to develop a definition of rigor that is memorialized throughout the building and is expected to be incorporated

into lessons. Teachers affirmed that they receive feedback regularly from administration as well as coaches. More students are applying to college this year than in previous years. The 2014 School Quality Guide showed a five percent increase in the Postsecondary Enrollment rate after 18 months from the previous year. Technology is integrated into the lessons. Each classroom is equipped with a Smart board and teachers are all provided with laptops. Almost every classroom is assigned a laptop cart that students can use for enhancing instruction. This year we have continued our partnership with Urban Arts to provide our 9th and 10th grade students with an Art-based Literacy class (Story Studio) once a week. The seniors who have not passed the ELA Regents attend an ELA class with a Fresh Prep integration, an Urban Arts program specifically geared to helping students acquire the skills necessary to pass the Regents and be college ready. Through our 21s Century grant we were also able to acquire a Coding class integration and Math-Art integration. Additionally, we have built partnerships with LEAD, TDF Scholarship and ARTE to provide our students with a well-rounded education through exposure to Broadway, Museums and many more venues.

4). 3.5. According to the 2012 -2013 DTSDE, the school received a rating of Developing for this statement of practice. This year, great emphasis will be placed on teachers being able to collect and analyze data. Teachers will be given direct PD on creating and appropriately using formative and summative assessments. Every student has received a journal for each classroom and teachers are being taught, through modeled experiences in PD, how to effectively use these daily as a tool to assess student understanding and encourage students to self-reflect. In order to maintain the expectations of rigor and Common Core alignment, teachers will use common rubrics for assessing writing. The PBAT rubrics and Common Core ELA rubrics will be used across content areas and for assessing student projects. The 11th grade team, through WITsi, will engage in deeply analyzing the ELA Common Core Regents and will track a targeted set of students throughout the year. The team will investigate what skill gaps exist for the current 11th grade students, determine appropriate targeted instruction techniques, and assess the efficacy of these strategies for moving students. Similarly, the 9th and 10th grade WITsi team will implement specific WIT strategies after analyzing student data to improve the quality of student work and writing. Across all teams, the focus of at minimum one monthly meeting will be to analyze student work products, detail the changes or adaptations needed to be made to the curricula to meet student needs, and then assessing through another round of analysis of student work if students are improving. For the 2015-2016 an assessment calendar and plan has also been instituted where students will engage in a Mock Regents experience every month. These will alternate between a "mini" mock Regents where students receive a particular section of either the ELA or Algebra Regents exam and then a full mock Regents the next month. The intent is that through this exposure, students will gain the stamina they need for the actual exams. Most importantly, teachers will be able to monitor and track student progress using the consistency of these standardized exams. They will also learn how to use Skedula as a tool to generate item-analysis reports and use this to further inform instruction. With the State-issued ELL waiver, our students will now need to complete a portfolio in order to graduate. To prepare our students to complete and present a graduation-worthy portfolio by senior year, we will begin the work in the 9th grade.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

1) What curricula will be implemented?

As part of the International Network for Public Schools, the teachers at Pan American International High School will work together to plan and refine Common-Core aligned curriculum, which is scaffolded towards higher-order thinking and building literacy in both English and Spanish. The purpose of this focus is to prepare our students to graduate college and be career ready. During the co-interpretation of June 3, 2015, members of PAIHS, including Administration, teachers, students, our partner community-based organization and the superintendent's representative disseminated data collected by the American Institute for Research (AIR), which identified one of our challenge areas as English and Math curriculum and the need for alignment to CCLS. In response, we have taken strategic steps such as the hiring of a bilingual math teacher to provide more effective instruction to our ELLs. We also have incorporated our ELT into the school day allowing for us to program additional math courses, such as our Statistics and Finance class. These additional math courses will reinforce needed math skills but also provide opportunities for students to engage in content in different contexts not typically found in regular math classes. We've hired an assistant principal who was an exemplary math teacher for over a decade and who coached both novice and veteran math teachers at her former school. We also made an explicit request from Generation Ready for a strong math coach. We interviewed and observed Boma Jack prior to committing to having him work with our school and found that his philosophy and expertise matched what is needed to push teacher practice. Our teachers will continue to receive ongoing training in the implementation and use of the INPS Model across the content areas. Instruction will be project-based. Project-based Learning (PBL) will allow for a greater depth of understanding of concepts by students, a broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills. PBL includes a type of instruction where students work together to solve real-world problems in their schools and communities. Successful problem solving often requires students to draw on lessons from several disciplines and apply them in a very practical way. The promise of seeing a very real impact becomes the motivation for learning.

To further support literacy, our teachers will begin to use Writing is Thinking through Strategic Inquiry (WITsi) in September as recommended by the School Renewal Team at PAIHS. WITsi is a set of strategies to teach basic writing skills within content. It also involves a protocol-based method to analyze the effectiveness of the strategies by implementing an inquiry process to look at student work. For the 2015-2016 school year, both teams in Grades 9 and 10 will be trained to use the WIT strategies across disciplines and will track the progress of a targeted set of students. A separate 11th grade team will be trained to use the Strategic Inquiry method to analyze student readiness for the ELA Regents Exam. Additionally, all ESL classrooms will use the Reading Plus program at minimum twice per week for students to work on independent reading and comprehension skills and for building fluency.

We have expanded our Advanced Placement program and now offer AP courses in Spanish Language and Environmental Science. Next year, we will further expand the AP program by adding a Government and a Spanish Literature course. Also, we will expand our College Now Program in the spring semester to include an English class, as well as the Propaganda class we currently offer. Our University in the High School, which enables high school students to earn 3 SUNY college credits during their school day, has increased by one course to include Spanish for Bilingual Students for a total of three. We once again offer UIHS courses: Drawing and Economics. This shift to engage students in more college level courses will provide students with the opportunity to earn CUNY and SUNY college credits, and a greater opportunity to develop their critical thinking, writing, and reading skills.

2) What rigorous learning experiences will students engage in through Expanded Learning Time?

During Expanded Learning Time this year, students are receiving additional instruction across content areas. Credit-bearing courses are offered in the core content areas. We are currently offering an ELA and Mathematics CUNY LINCT class to our seniors who have not met the CUNY benchmarks for the Regents exams. We are also offering extra math and ELA classes across all grades for students who are identified as at risk for not meeting graduation requirements. We are working with Urban Arts, our community-based organization partner (CBO), to help us engage students in their own education by providing hands-on experiential learning opportunities that build on learning that happens during the school day. In our after school program, students have access to clubs including, but not limited to, Art Club, Theatre Club, English Conversation Club, Gay Straight Alliance Club, Chinese Club, Student Government, Student Life Committee, Dance, Fitness, Zumba, and sports. After-school tutoring is offered in English, Math and Spanish or for targeted needs

such as project completion. We will be working with Aspira to also provide SAT prep classes. As part of Saturday Academy, we offer credit-bearing courses and targeted support for the ELA and Math Regents.

3) What will the pedagogical practice look like?

All learning at PAIHS is project-based and collaborative in which students learn by doing. All students work together in heterogeneous groups of 2, 3 or 4 students so that the more experienced ELL students can help the students who have less English proficiency. Students will be able to access their native language and prior knowledge to help them make connections to the current lesson and apply their learning to the real world. Students will engage in ongoing formative assessment, in order to help the teacher adjust and differentiate instruction and create various entry points of learning so students can access the curriculum. Instruction at PAIHS is becoming more student-centered. Teachers are expected to engage students in investigation, and students will pursue solutions to real world problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts. The basis of PBL lies in the authenticity of real-life application of the research. Students working as a team are given driving questions to respond to or answer, then directed to create an artifact to present their gained knowledge. Artifacts may include a variety of media such as writings, art, drawings, three-dimensional representations, videos, photography, or technology-based presentations.

As referenced earlier, in September 2014, PAIHS and the other schools in the Internationals Network for Public Schools, (INPS) received an ELL waiver, which enables students to demonstrate their mastery through Portfolio based assessment tasks (P-BATS) in lieu of the science and social studies Regents. Teachers from each of the 15 Internationals schools met during the summer of 2014 to create Common-Core aligned rubrics by which the P-BATS would be measured. Students will present their portfolio projects to a panel of teachers, students, and visitors in all core subjects, and Native Language Arts, as well as their personal statements. In addition, they will be required to pass the ELA and Math Regents Exams. To prepare students for this rigorous process, regular mentoring periods have been programmed into the teachers' schedule and each teacher/mentor will meet with a set group of seniors to help prepare them for completion of their portfolio projects. Each student will present their portfolio projects before a panel in January and June, during Regents week. Now, in the Fall, students will prepare for Social Studies, Science and ELA, and during the Spring, students will prepare for projects in Math, Native Language Arts and Reflections.

4) How do teachers use multiple entry points to ensure the success of every child?

Teachers will use ongoing assessments to check understanding and revise instruction in every classroom, as per the set of alternative assessment tools given last year to our teachers at PD sessions from INPS and QTEL. During the first week of classes, teachers used a diagnostic to assess their students, especially in ELA and Math, which are our areas in need of growth. According to the data unpacked during the Co-Interpretation of June 3, ELA and Math Instruction practices and curriculum are not completely aligned to the CCLS expectations. Teachers will work in their teams and with their coaches and the AP to align curriculum to CCLS and insert entry points by which all students can access the curriculum. The assessment will be ongoing, and teachers will continue to meet in grade-level teams to look at student work together, using a tuning protocol, so they can detect students' challenges and adjust curriculum to help students overcome those challenges.

5) How will consistency be supported across school faculty and community educators and across a longer learning day?

To ensure consistency, teacher team time has been programmed into the school day. During student lunch periods, teachers are scheduled to meet within vertical content teams as well as grade level teams twice per week for each. All coaches and administration meet once per week to discuss pedagogical trends and to ensure that feedback is aligned to the instructional focus and PD learning sessions. Administration also meets with department team leaders, grade team

leaders and the Coordinating Council to ensure that the priorities of the school and messaging are coherent across all contexts. All members of the faculty participate in the same targeted PD session each Monday.

6) What will the assessments be?

Teachers continue to work together in their content-area teams, and using a backwards design method, in which they have received PD, to create pre- and post-assessments for all units and lessons. They will analyze assessments and other student work in their team meetings every week and make revisions to curriculum and instruction in order to support their work and their students' learning. Additionally, we have put into place an assessment calendar, which will include a Mock Regents to be administered each month. These will alternate between "mini" mock Regents which focus on one particular section of the exam to full length mock Regents. We will also include mock NYSESLAT exams for our emerging students in the 9th and 10th grades. Culminating activities for each project-based unit, as well as portfolio presentations, will be part of this assessment process.

7) What percentage of students do you expect will be at college readiness in English and Math by year two?

By year two, 28% of students will be at college readiness level, to reflect an increase from 25.3% in 2014-2015.

8) What percentage of students do you expect will show measurable growth in ELA and Math by year 2?

We expect that we will meet and exceed our target of 39.8% of students passing the ELA and Math Regents exams.

9) What graduation rate do you aspire to achieve by year two?

Our graduation rate has been consistently rising over the last two years. For year two, we will expect to surpass our benchmark of 60.0% and achieve 65.0%.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all ELA and Math teachers will have aligned their curriculum to the Common Core Learning Standards (CCLS) and implemented multiple project-based units that will lead to:

- a. 95% of students passing a portfolio presentation as measured by the Common Core-aligned ELL waiver performance rubrics
- b. an increase of 5% of students meeting proficiency on the English and Algebra Common Core Regents Examinations

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>1. Ensure that teachers across grade levels and content areas are working collaboratively to plan for Common-Core-aligned instruction and employ teacher moves that are coherent across classrooms.</p> <p>a. Grade level and department teams will meet 2x per week as programmed into the school schedule</p> <ul style="list-style-type: none"> - agenda items and foci will be communicated through bi-weekly meetings with administration - team leaders will be provided with a set list of acceptable activities and resources for protocols to be used for their meetings - team meetings will be periodically (minimum 2x per month) observed by administration and/or coaches to provide leaders and members with actionable feedback <p>b. Targeted professional learning sessions will be provided every Monday during the contractual 80 minute PD time</p> <ul style="list-style-type: none"> - professional development will be designed to target specific needs as evidenced by trends in observational rounds - professional learning will be specific to 1-2 skills that are deemed to be high leverage for both moving teacher practice and student achievement 	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Team Leaders, Coaches and Administration</p>

<p>- teachers will engage in rounds of professional learning that make them active participants - alternating sessions will be dedicated to teachers from each department presenting a unit map, lesson plan, activity, project or problem of practice as pertinent to the PD they received</p> <p>- coaches will provided ongoing feedback as relevant to what has been disseminated during professional learning sessions</p> <p>c. All teachers have received a school-wide calendar which includes specific deadlines for submitting unit maps and unit map revisions prior to the start of a given unit</p> <p>- coaches and administration will provide actionable feedback to teachers on their unit maps</p> <p>- unit map templates have been made available to staff which include all critical components for CCLS aligned curricula</p> <p>- teachers have been given additional planning time to ensure creation of rigorous curricula</p> <p>- a 9th/10th grade WITsi team has been established, as required, where teachers will engage in analyzing student work, track a targeted set group of students and determine high leverage skills that can be taught and reinforced across content areas to improve student performance specifically in writing</p>			
<p>2. Teachers will improve pedagogical practices, specifically in Danielson Component 3c.</p> <p>a. administration will follow cycles of observation and feedback which includes alternating the focus of observation between grade level and department specific teams</p> <p>b. coaches and administration will meet at minimum once weekly to ensure that feedback around all Danielson components and indicators is consistent</p> <p>c. coaches and administration will jointly determine which high leverage teacher moves will be of focus for each observation cycle so that feedback is targeted and reinforced</p> <p>d. administration, coaches, team leaders and UFT rep will engage in monthly learning walks to establish and discuss patterns and trends in teacher practice</p>	All Teachers	August 2014 – June 2015	Administration, coaches, team leaders, teachers

<p>3. Teachers will use PBAT and Regents rubrics to assess student writing products and projects to ensure alignment with the CCLS and improve pass rate on the Regents exams.</p> <p>a. teachers will receive feedback on curricular maps and lesson plans specifically on evidence of CCLS</p> <p>b. unit projects and major writing tasks will be analyzed along with student work products during team meetings to ensure that tasks and scoring of the tasks are addressing students' ability to meet the demands of the Regents and CCLS</p> <p>c. by analyzing student tasks and work, teacher teams will also ensure that there is cohesion and a progression in expectations of students across grade levels and within content areas</p> <p>d. an 11th grade Regents Inquiry Team has been established, as required, to analyze student work products, track a targeted set of students and determine what high leverage skills will be taught across content areas to improve student performance on the ELA Regents exam</p> <p>e. the math and ELA teams will engage at minimum once monthly in analyzing the data collected from mock Regents exams and will disseminate information about the trends to all members of the faculty</p> <p>- trends found will be used to adapt lessons and gear instruction towards meeting specific needs of students</p> <p>- administration and coaches will observe and analyze teacher work products to determine alignment of this data to pedagogy and feedback will be provided to teachers accordingly</p>	<p>All Teachers</p>	<p>August 2015- June 2016</p>	<p>Administration, Teachers, Coaches</p>
<p>4. We will improve our 4 year College Readiness Level by creating structures that promote college awareness as well as help students meet the requirements of the PBATs and CUNY benchmarks for the Regents.</p> <p>a. We have a portfolio committee team that meets every Thursday to ensure that project time-lines are followed and that the rigor of the tasks presented to students matches the demands of CCLS.</p>	<p>Portfolio Team members, guidance counselor</p>	<p>August 2015- June 2016</p>	<p>Portfolio Team, Administration, Teachers assigned as mentors, 12th grade teachers, data specialist</p>

b. Mentoring periods have been programmed into the teachers' schedules to ensure that students receive the required mentoring hours and support for successfully completing their portfolios.

c. A College Readiness Team has been established including a Guidance Counselor solely responsible for supporting the seniors with the college application process.

- students will participate in various college trips throughout the year
- college awareness activities have been scheduled including, but not limited to, College Application Week, a College Fair Night, Financial Aid Week, etc.
- every senior will receive a College and Career Readiness Passport which helps them self-monitor and track their progress toward graduation and beyond

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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

- Grade Team Leaders (4)
- Department Team Leaders (7)
- Portfolio Committee team Leader (1)
- PD coordinator (1)
- Testing Coordinator (1)
- Special Education Liaison (1)
- Peer Collaborative Teachers (3)
- Data Specialist (1)

To incorporate WITsi strategies, there are 3 instructional leads responsible for attending the "Train the Trainer" series of PD and who facilitate the WITsi meetings at the school. Additionally, 4 teachers have been selected to attend the

WIT trainings and will be responsible for turn-keying the information for the remaining teachers on the 9th and 10th grade teams.

For bi-weekly PDs, while the Internationals Network is providing the session activities, the follow-up sessions to occur in the alternating weeks are lead by team leaders and teacher leaders.

Our ESL team leader also is attending PD sessions specifically geared for working with SIFE students. She also is responsible for disseminating data to the entire faculty as she assists with NYSESLAT testing. There is a testing team in place with individuals responsible for the execution and collection of data for different exams (NYSESLAT, NYSITELL, LAB, Regents, Mock Regents, etc).

We have structured a variety of committees to track specific high needs areas of the school and who meet regularly to determine trends and next steps. These include an Attendance Committee, SIFE/Literacy Team, Testing Team, Accreditation Policy Team, College Readiness Team, School Implementation Team (SIT), and Data Committee.

To further enhance teachers' ability to align their curricula with the Common Core, lead math and ELA teachers have been selected to attend the EngageNY PDs offered to Renewal schools. This alignment is being assessed for all teachers through the Unit and Observation feedback cycle.

Part 5b. 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 SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 1st, 95% of students will have passed 3 out of 6 of their portfolio presentations.

By February 1st, at least 80% of the students who have previously been unsuccessful at passing the ELA and Algebra Regents exams, will pass the exam.

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

- Students in the 11th grade will demonstrate at least 75% mastery in one high-leverage writing skill as evidenced on Part 2 of the ELA Common Core Mock Regents Exam.

- Students in the 9/10th grade will demonstrate at least 75% mastery in one high-leverage writing skill as evidenced on the mock NYSESLAT writing component.
- At least 65% of 11th and 12th grade students who have not done so will pass the ELA and/or Math Regents in January 2016.
- Each teacher will produce a minimum of 1 rigorous, project-based unit with scaffolds and supports for ELLs.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the 2015 Framework for Great Schools, for Supportive Environment we received an overall rating of Effective. PAHS has continued to make strides in the areas of social-emotional supports, peer interactions, next-level guidance, press toward academic achievement, personal attention and support and peer support for academic work, as evidence in our growth from our rating of Developing in this area in 2012-2013. Over the last two academic years, the administration, counselors, staff, teachers and support organizations have worked together to provide academic, social emotional and enrichment support for our children and their families.</p> <ol style="list-style-type: none"> 5.2: This year, we are continuing to develop and strengthen our partnerships with community-based organizations such as, Make the Road NY, Urban Arts, Theatre Development Fund, ARTE, and internships in order to help students and their families adapt to a new culture, obtain legal and health services and develop literacy in their new language through service, internships, and the arts. In prioritizing the needs of our students and in an effort to add programs that will help to strengthen student attendance, we have worked with Urban Arts to acquire a new Coding class and Math and Art integration class. Our new Community School Director, Monica Causu, is also acquiring assistance from programs such as Sunnyside Community Center, to bring in programs such as a girl's group and student internship opportunities. 		

2. 5.3: The Special Education coordinator, general education teachers, guidance counselors and related-service providers will create and carry out behavior intervention/modification plans for those students struggling socially or emotionally in the classroom. Additionally, the school has added an extra guidance counselor for a total of 3, a social worker intern, and a SAPIs social worker, to provide 390 students with conflict resolution, crisis intervention, mediation, the college application process, internship placement and referrals to outside agencies. The Special Education coordinator has developed a referral process for students who demonstrate high academic or socio-emotional need whereby the teachers must submit anecdotes of the observed behavior and detail what response to intervention they have attempted. The attendance teacher works closely with the Attendance Team, meeting once weekly to discuss truant students. Home visits are being conducted regularly by the attendance teacher and/or the principal. We have seen a steady rise in our attendance rate from the usual 88% to between 91% and 93%. We continue to work together to reach out to families and “Drop Everything and Call” on a daily basis, contacting parents of absent or late students on their cell phones and work numbers.
3. 5.4: In the 2013-2014 School Survey, parents, students and teachers strongly agreed that students feel safe in and around the school community. The Dean/Intervention Specialist, the guidance counselors and social worker interns engage the students in restorative justice practices, conflict resolution, peer mediation and community service. A faculty member has continued with the Gay Straight Alliance club and has planned events for raising awareness about bullying, particularly hate crimes against the gay community. We offer a variety of clubs to encourage students to remain after school and that foster their individuality. These include theatre, dance, visual art, jewelry-making, Chinese club, English conversation club, Zumba, student life, the Green Club, sports, and student government.
4. 5.5: The Principal has developed a program that focuses on literacy and fluency in both the students' native language and English. ELA and ESL teachers create interdisciplinary units so that students are immersed in critical reading and writing skills in both languages. To further support literacy instruction, students used the Reading Plus program twice per week in their ESL class. Additionally, before and after school tutoring is made available for students to gain more assistance with reading complex text and writing tasks. The Special Education teacher also works closely with several teachers across grades to target the specific needs of our students with IEPs. The Special Education teacher, in using both a push-in and pull-out model along with Resource Room is able to help bridge the skill gap that our Students with Disabilities exhibit so that they can be successful in completing the rigorous work presented in their classes. Teacher teams are analyzing student work products and using the data to differentiate instruction.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

1.) How would you want school stakeholders to describe the school?

PAIHS should be viewed as the oasis that it is for immigrant children from Spanish-speaking countries who have been in the country for less than 4 years. It is important to note that we provide a quality education to children whom other schools have refused to accept because of their deficiency in credits, as well as their lack of a formal education in their native countries. We are a safe haven for all children including unaccompanied minors, SLIFE students, Students with

Disabilities, and children who have not experienced success in another school. PAIHS is a place where students come to learn English, while developing literacy and academic language in their native language. PAIHS is a community center where families can come looking for help and someone will provide that help. PAIHS will help students become college and career ready through rigorous Common-Core aligned curriculum, effective teaching, social emotional supports and internship.

2.) What do the CBO partnerships look like?

Our current partners will continue to provide a variety of support to our families. Urban Arts provides teaching artists that team-teach with our English, Arts, and Math teachers. They have successfully helped students across grade levels discuss and write about content at deeper levels and with more ease. ASPIRA will be working with our students to provide much needed and free SAT preparation classes. The Sunnyside Community Center, in partnership with Urban Arts, will provide an additional, free of cost ESL course for parents in a nearby school, a free Home Aide Training and Certification course for parents, internships for our students and access to a nearby Beacon after-school program so that our students may use the facilities for sports. We are also in the process of acquiring a mental health clinic for the building where students can receive free mental health and drug counseling services. The Theatre Development Fund has offered our students scholarships in the summer as well as funding for students to participate in Broadway theater workshops and tickets to Broadway shows throughout the year. The John Jay CUNY Caminos program offers our seniors mentoring. The Dare to Go Beyond program offers our students free acting, signing, and dancing workshops, as well as a free summer camp. El Repertorio Espanol has provided our students with 10 sessions with artist residents. We also have a partnership with CUNY LINCT which offers a course in Math and ELA during the school day and additionally mentoring for all seniors in their first year of college.

3.) How is student voice and leadership developed?

Students at PAIHS have always been encouraged to be vocal. Classes are structured in a way that provides them countless opportunities to speak and debate, using evidence. They are fully aware of their first amendment rights and are encouraged to exercise these rights. Urban Arts has always included our students in matters of advocacy and to voice their concerns about DACA. At the school level, students are encouraged to make their opinions known to the administration and to teacher teams, so that necessary changes can happen. Student Congress continues to operate, and students are able to make decisions about events, courses to be offered and other areas in which they are affected. The NYC Urban Ambassadors Leadership Program is geared towards helping young men become positive role models by showing them how to improve their attitude and emotional well being. This helps foster their progress towards academic and college success. One of our students, Efrin Martinez is the captain of the NYC Urban Ambassadors, and he meets regularly with administration to voice concerns on behalf of the student body. We have established the National Honor Society to This year, one of our teachers has also started a Youth Style and Empowerment group teaching students how to be self-confident and how to speak up about issues that matter to them. We are also in the process of establishing a Youth Leadership Council as part of the Mayor's Youth Leadership Council.

4). What social-emotional learning framework will your school adopt?

This year we have established a PBIS team which includes our Head Dean, Community Associate, guidance counselors and teachers to help establish promotive and restorative practices that reward positive behaviors. Our focus will be to "catch" students doing right and will create an incentive program to encourage desired behaviors. Our art club is creating Badia Bucks as part of this reward program where students can earn and accumulate points to use in our school store or other incentive-based activities.

5). How should the school be more proactive in promoting improved students' social-emotional skills?

This year we have hired an additional guidance counselor, for a total of 3. One guidance counselor is working specifically with college and career readiness across all grades. Another is focusing more on our 9th and 10th grade students, assisting with the admission process as well so that he is immediately familiar with our new students. Additionally, he is providing mandated counseling services for those students with IEPs. The 3rd guidance counselor is working closely with

administration and programmer to ensure that students who are at high risk of not graduating on time are programmed effectively and are monitored and tracked to ensure they complete all graduation requirements. Each counselor is certified and bilingual, and has extensive training in crisis intervention, however, we have also acquired a SAPIS social worker solely responsible for crisis intervention and responding to our students with emotional trauma or history of drug abuse. All of the social emotional support staff is trained to access the resources provided by outside agencies, hospitals, clinics and organizations that can support our students and families at a deeper level than can be provided at the school setting. All counselors are trained in mandated reporting, child abuse matters, intervention, as well as academic support. Counselors will have an open door policy and address crises immediately. Non-emergency matters, whether they are academic matters or programming matters will be handled by appointment, so that counselors can have time to review records that will help to make informed decisions. There will be a form that students can fill out for appointments. Personal emergencies do not require an appointment. With the establishment of the School Implementation Team, there is also a structured monthly meeting where different stakeholders in the school (special education teacher, assistant principal, general education teacher and guidance counselor) can discuss the current interventions in place for our students with disabilities and assess the effectiveness of our current intervention programs.

3.) How will your school team measure a social-emotional development?

Our guidance counselors and the social worker will set goals for individual students that they see, and a course of action will be determined for each student on a case by case basis. If a student needs behavior modification, rehabilitation or any number of interventions, whether on site or off, the student will continue to be monitored throughout the year to assess progress based on how well he or she is meeting the goals that were set. Through constant assessment, it may be discovered that it is necessary to change the counseling approach to better support the student. Conversations will continue to be had and careful attention to case studies will be common practice in order to best serve the students and families. The PBIS team will also meet to discuss the number and type of behavioral referrals and incidents that are occurring in an effort to determine if current policies around behavior intervention are working. This team will look to track behavior trends and assess if positive behaviors are increasing while undesirable behaviors are decreasing.

4.) How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?

The PBIS team will also meet weekly to discuss the number and type of behavioral referrals and incidents that are occurring in an effort to determine if current policies around behavior intervention are working. This team will look to track behavior trends and assess if positive behaviors are increasing while undesirable behaviors are decreasing. Teachers will also track through the Badia Bucks incentive program. Community Partners will link with those agencies that will provide the necessary social emotional supports for our students. They will also provide the community coordinator and the social worker, who will work closely with our counselors to review and rework student goals and action plans.

5.) Indicate how your attendance and chronic absenteeism rates will improve?

This year, we have established an Attendance Team. This team meets every Wednesday to analyze attendance data and trends and discuss specific students who have been truant or consistently late. This team, which includes the school support staff, parent coordinator, attendance teacher, head dean, guidance counselors and principal, determine an action plan for each student including, but not limited to, parent outreach and home visits. A daily messenger system is established to call homes immediately alerting parents/guardians that their child has been absent or late to school. Additionally, teachers use one period per week, as required by the UFT contract, to engage in parental outreach and call parents of students who have been frequently absent or at risk academically. Every day, the school support staff also makes personalized phone calls for parents of truant students to come in and meet with the principal and social worker. These conferences are being used as a collaborative effort between the school and family to determine if there are outlying circumstances preventing the student from attending school and whether outside resources need to be used to assist the family. We are also moving towards implementing period attendance to ensure that the message of the

importance of coming to school every day, every period on time is one that is clear to all students. Perfect Attendance awards will be given each marking period with rewards such as pizza parties or special outings as incentives.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be a 10% increase of 11th and 12th graders who will remain in high school and earn 10 or more credits as a result of academic support, enrichment and social-emotional targeted support services.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>We will provide a variety of resources and activities to promote student engagement and increase student attendance to 90% or above.</p> <p>1. We will continue our partnership with Make The Road NY and The Immigration Coalition to provide social and legal services to our families. Information connected to these services will be made available to parents on a monthly basis during our Parent Meeting and Workshop Nights. Juana Adames, our parent coordinator, will also continue to meet with families daily to connect</p>	<p>All Students and their Families</p>	<p>September 2015 - June 2016</p>	<p>Community Schools Director, Parent Coordinator, Administration</p>

	Select students interested in theater arts		
	All students		
<p>A structured, positive behavior intervention plan will be established by June 2016.</p> <p>1. Staff will receive targeted professional development on behavioral support strategies and that are in accordance with the Chancellor's Regulations.</p> <p>2. Students will be informed of school-wide policies and incentive initiatives through monthly grade-wide community meetings. All students and families will be provided with translated documents for key pieces such as goal-setting contracts (both academic and social/emotional).</p> <p>3. An incentive program will be implemented where students can earn "Badia Bucks" for exhibiting desired behaviors.</p> <p>4. Students will earn awards for Perfect Attendance and high academic achievement.</p> <p>5. Students in need of targeted behavioral and/or academic support will receive a tailored action plan created in collaboration with their teachers and counselor.</p>	<p>Whole Staff</p> <p>All students and families</p> <p>All students</p> <p>Students with high attendance and academic standing</p> <p>Students who exhibit socio-emotional, behavioral and/or academic needs</p> <p>Whole school community</p>	<p>Academic year 2015-2016</p>	<p>Administration, PBIS Team</p> <p>Administration, Teachers, PBIS Team</p> <p>Administration, Teachers, PBIS Team</p> <p>Attendance Team, National Honor Society Director</p> <p>PBIS Team, Special Education Coordinator, Guidance Counselors, Administration, students in need of support</p>

<p>6. Preventative measures have been implemented to ensure that the school community is safe and conducive to learning.</p>			<p>PBIS, Administration, school support staff, teachers</p>
<p>We will achieve a student attendance rate of 90% or better for the 2015-2016 academic school year.</p> <p>1. An attendance team will be established and hold weekly, structured meetings to analyze and discuss attendance trends.</p> <p>2. Attendance data will be disseminated to the entire faculty/staff.</p> <p>3. Period attendance will be conducted and put into ATS to track "cutters" and to provide data to inform necessary intervention strategies.</p> <p>4. Daily phone calls will be made to all students who are absent or late.</p> <p>5. Home visits and family conferences will be conducted for students frequently absent or late.</p> <p>6. Teachers will make phone calls home once per week to families of students who are frequently absent in effort to extend communication with parents.</p>	<p>All students</p> <p>All faculty/staff</p> <p>All students</p> <p>All students</p> <p>Truant students, LTAs</p> <p>All students</p>	<p>Academic year 2015-2016</p>	<p>Attendance Team, administration</p> <p>Office Secretary Mailine Santiago</p> <p>All teachers, support staff</p> <p>Attendance Team, parent coordinator</p> <p>Attendance teacher, administration</p> <p>Teachers</p>

Program

- Urban Arts integration classes have been scheduled into the school day so that all students in grades 9 & 10 receive Story Studio, all 12th graders in need of passing the ELA Regents receive Fresh Prep, all 12th graders receive the coding class, and 11th graders receive the Math/Art Integration class

- Advisory has been programmed into the 9th and 10th grade regular schedule

- The SIT ensures that students with IEPs receive mandated counseling

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 25% decrease in the amount of disciplinary referrals for behavior as reported to the Dean and recorded on OORS.

By February 2016, we will have achieved a 90% or better daily student attendance rate as evidenced on ATS for the Fall semester of 2015-2016.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</p> <p>For this statement of practice, our school was rated "Developing." Within our school we have a “distributed leadership structure, providing all teachers with multiple opportunities to become leaders. These leaders meet weekly with administration in the Coordinating Council meeting to discuss classroom, student, and school needs. However, one of the trends we have found is that teachers and team leaders need development in utilizing reliable data to inform instruction and teacher moves. As such, we have begun to meet with team leaders on a bi-weekly basis to model how to use protocols for analyzing unit plans, lesson plans and student work products. Our current professional development model has also been designed to target the teachers' needs for planning CCLS-aligned curricula. In using the Internationals Network to develop and plan the sessions, we are ensuring that teachers are also learning how to adapt and modify curricula effectively for our English Language Learners which comprise over 90% of our student population.</p> <p>Additionally, the coaches and administration meet weekly to discuss the feedback given to teachers to ensure cohesion in the messaging provided. In an effort to promote clear expectations, the coaches and administration are using the EQUIP rubrics to assess Unit Maps and a vetted Project unit provided by the Internationals Network to assess teachers' unit projects. In our first round of observations, the administration and coaches agreed to focus on specific high-leverage teacher moves such as modeling, activating prior knowledge, and the closing/summary of the lesson to provide</p>		

targeted feedback to teachers and discuss multiple points of entry throughout various components of the lesson and/or activity.

Also to further develop teacher instruction, we have implemented a unit map calendar whereby teachers must submit unit map drafts and revisions, after being provided feedback, at minimum 3 weeks before the unit begins.

4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

In an effort to improve our rating of "Developing" in this area, we have universally adopted journals as a method for students to reflect on their learning process. All students were provided with a journal for every class. Teachers, through PD and coaching, have been provided with a variety of ways in which they can use journals for instruction and to collect data about student learning. Teachers themselves were given journals and engage in writing activities during each PD session.

This year we have also created and disseminated a school-wide assessment calendar. This includes monthly mock Regents assessments and denotes a timeline for grading and uploading the assessment data onto Google Drive. The focus for their team meetings during this time is to discuss the data and trends, specifically the areas in which they notice student growth as well as the notable gaps in skills. They then are expected to record and share via Google Drive the strategic instructional moves and adaptations they will implement based on the data. Coaches and administration will use this data as a foundation for their observations and feedback. Teacher teams leaders are also being taught how to use protocols to analyze student work and have been charged with leading this analysis in their teams at minimum once per month.

This year, we are also focusing on teachers decreasing their use vague or broad unit objectives in their daily lessons to student-friendly, measurable and specific "Learning Targets." Teachers were provided PD around writing these outcomes so that they are not only linked to the CCLS, but also are written in "I can" statements so that students are clear about what they are expected to learn for the day.

In the Fall semester, we will provide purposeful professional development on how to assess and activate prior knowledge. Teachers are being supported in how to use strategic grouping based in data. In the Spring semester, we will provide more intensive PD around formative and summative assessment, specifically helping them learn and develop "Checks for Understanding" strategies as well as how to actively collect data in the process of a lesson.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

1). How is the school organized to promote teacher collaboration?

Teacher Team planning time is programmed into the daily schedule. Grade level teams and content teams each meet twice weekly. The WITsi teams and 11th Grade Regents Inquiry Teams also 2 designated periods per week to meet. All

faculty and staff meet once weekly for 80 - 120 minutes for professional development sessions. All Humanities teachers are also expected to produce inter-disciplinary units and time is built into their schedules so that they can co-plan.

2). What will teaching and learning look like?

This year, teachers continue to work in their teams and with their coaches to align curriculum to CCLS and insert multiple entry points into their lessons, by which all students can access the curriculum. The assessment will be ongoing, and teachers will meet in grade level teams to look at student work together, using a tuning protocol, so they can detect students' challenges and adjust curriculum to help students overcome those challenges. Teachers will continue to work together in their teams, and using a backwards design method, in which they are continuing to receive PD, will create assessments for all units and lessons. They will analyze assessments and other student work in their team meetings every month and make revisions to curriculum and instruction in order to support their work and their students' learning. The school will continue to use assessments aligned to the CCLS to acquire a good understanding of the performance of students in order to adjust curricular decisions resulting in actionable feedback regarding student progress. PAIHS uses a variety of assessments aligned to the CCLS to assist school leaders and teachers in accurately identifying student strengths and weaknesses. The Internationals Classroom and School-wide Rubrics and Assessment inventory is an example of one of the assessments that is used across grades to assess student mathematics and English Language growth. The Pan American Classroom Visit Protocol is a rigorous tool that examines a broad range of summative data that is supplemented by staff-designed common assessments and student work products in all subject areas. In addition to analyzing these assessments, teacher teams use item analysis to clearly pinpoint specific skills and standards that students need additional support in, as a means of pushing academic achievement. This system aids teachers in gaining a clear picture of how students are performing and fosters accurate feedback to students on student performance. At PAIHS, our goal is for learning to be student-centered and that activities are geared towards developing students' abilities to read, write and discuss critically. Learning is also project-based so that students develop problem-solving and analytical skills across content areas that will allow them to be successful with college academia. This is main focus of our PD sessions this year where we are helping teachers create and develop rigorous projects and lessons that are data driven and engaging for students.

3). How are teachers providing opportunities to deepen learning for higher achieving students?

This year, teachers will continue to collect and create item analyses on the data. Higher achieving students will continue to be able to take a variety of College Now and University in the Classroom courses. All 11th grade students are currently being exposed to the AP Spanish curriculum but only those who show high achievement will be allowed to take the AP exam and move on to AP Spanish Literature in the 12th grade. High achieving students in the 12th grade are also currently enrolled in the AP Environmental Studies class. For all other classes, teachers are being shown how to differentiate their curriculum in order to provide opportunities for higher functioning students to engage in higher order thinking skills, oral and written discourse and presentation.

4). What system do teachers use to ensure that every child is safe in their class?

PAIHS promotes Respect for All. All stakeholders are respectful and considerate of others and model for students how to treat others with dignity. The majority of teachers at PAIHS demonstrate a good rapport with students and a caring for their overall well-being and academic achievement. We are working towards strengthening our systems and structures, particularly around attendance and referrals for behavior, so that teachers further develop their restorative practices and so that students become more self-reflective and are able to self-monitor successfully. The PBIS team in promoting positive methods of reinforcement are also assisting teachers in using such methods in their classes.

5). What data should teachers review regularly to ensure they plan for individual student needs?

Teachers should review data collected daily in their classrooms, first and foremost, to inform their instruction. These many include student journal entries, exit tickets, in class discussions, class work, and homework. As a team, teachers should be analyzing student work products, in particular projects and major assessments that students have completed. Teachers should also be using SESIS and school-wide data such as the Regents REDS reports to determine student progress towards meeting goals and standards. Attendance data is also disseminated electronically and should be reviewed every day.

6). How do you intend to use community educators/partners to support a collaborative teaching approach?

Our CBO partners continue to provide teaching artists who co-plan and co-teach with our faculty. The CBO will also be providing our teachers with professional development throughout the year to enhance the integration classes and collaborative planning process. We are also looking to our partners for help in meeting the social-emotional needs of our families. According to the data we looked at during the AIR co-interpretation, respondents cited a gap between social-emotional supports available and those accessed by students. Some of the students have not availed themselves of the supports provided them at PAIHS. This year, through Urban Arts, we have acquired a community coordinator, a social worker and other key staff that we need to maintain the nurturing environment we have built. We also have a full-time dean and an additional guidance counselor.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 70% of teachers will have used data to shift their instructional planning in their interdisciplinary teams in order to align curriculum to Common Core and thus increase rigor, as evidenced by a 10% increase of juniors and seniors who earn 10 or more credits.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers will engage in professional learning activities geared towards helping them utilize backwards planning strategies and implement data-driven, rigorous instruction.</p> <p>1. All teachers will attend Professional Development provided through Internationals Network for Public Schools to help them design project-based curriculum that meets the needs of every student and enables them to access challenging curriculum.</p> <p>2. Teacher learning will be monitored and assessed through bi-weekly presentations of their units and lessons to the entire faculty. Additionally, coaches and administration will provide targeted feedback on unit maps and observed lessons using the strategies learned as a primary focus.</p> <p>3. There will be 4 coaches (Generation Ready, INPS, Peer Collaborative Teachers) to help support teachers with the planning and implementation of Common Core- Aligned curriculum.</p> <p>4. Coaches and the assistant principal will attend all WITsi Train the Trainer sessions and WIT 101 sessions in order to facilitate the inquiry team meetings and</p>	<p>All teachers</p>	<p>Academic year 2015-2016</p>	<p>Instructional Team Leaders, Coaches, Facilitators, Teachers, Administration</p>

<p>provide teachers with strategic feedback on the strategies being implemented.</p> <p>5. A minimum of 4 teachers will participate in the WIT 101 trainings throughout the year to learn data-informed writing strategies and techniques.</p> <p>6. 9th and 10th grade math and ELA teachers will attend the regular EngageNY trainings to learn how to appropriately adapt their instruction to meet the demands of the Common Core.</p>			
<p>Teachers will collaborate daily to share best practices and improve on pedagogical skills.</p> <p>1. Teachers will participate in monthly peer inter-visitations within content areas and grade levels. They will use protocols to share warm and cool feedback and provide each other with actionable next steps to improve instruction.</p> <p>2. The coaches, administration and team leaders will engage in monthly "learning walks" to determine overall trends across grades and content areas and to assess next steps for professional learning and school-wide feedback.</p>	<p>All teachers</p> <p>All teachers, coaches, administration, team leaders</p>	<p>Academic year 2015-2016</p>	<p>Teachers, team leaders, administration</p> <p>Administration, coaches, team leaders</p>
<p>Teachers will develop systems and structures to monitor student learning and for students to self-assess.</p> <p>1. Teachers will learn and execute specific strategies for checking for understanding and determining prior knowledge.</p> <p>2. Teachers will use common rubrics including the PBAT and Common-Core Aligned Regents rubrics to assess student mastery and growth.</p>	<p>Teachers</p> <p>Teachers</p>	<p>Academic year 2015-2016</p>	<p>Teachers, administration, coaches, PD coordinator, INPS PD facilitator</p> <p>Teachers, coaches, administration, leaders</p> <p>Team leaders, teachers administration</p>

<p>3. Teacher teams will analyze schoolwide assessment data and evidence how they are using data to inform instruction.</p> <p>4. Teacher teams will develop student-friendly rubrics so that students can self-assess their work and lead conversations about their next learning steps.</p> <p>5. Teachers will identify student needs, differentiate instruction and create multiple access points, track progress and evaluate efficacy of their strategies.</p>	<p>Teachers, team leaders</p> <p>Teachers, team leaders, students</p> <p>Team leaders, teachers</p>		<p>Team leaders, teachers, administration</p> <p>Teachers, coaches, administration, leaders,</p>
<p>Teachers will work in collaboration with our CBO to create engaging, diverse curricula to meet the varying needs and interests of our students.</p> <p>1. Teachers will meet regularly with teaching artists provided by Urban Arts to plan cohesive and rigorous activities and lessons.</p> <p>2. Teachers, together with the teaching artists will review student data and determine appropriate methods to differentiate and create multiple access points for students.</p> <p>3. Teachers and teaching artists will help students develop self-confidence and self-monitoring skills to help them improve academically across all content areas.</p> <p>4. Administration and Urban Arts representatives will meet at least twice prior to June 2016 to evaluate efficacy of the current programs and structures being used in relation to the integration classes and CBO courses.</p>	<p>Teachers and teaching artists</p> <p>administration, CBO representatives, teachers</p>	<p>Academic year 2015-2016</p>	<p>Teachers, teaching artists, administration, CBO directors</p> <p>Teachers, teaching artists, administration, CBO directors</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- INPS Coach and PD facilitator
- Director of School Renewals
- Guidance counselors
- Dean
- Teacher Teams
- Team Leaders
- Administration
- Generation Ready Coach
- Community School Director
- CBO Directors
- CBO Teaching Artists

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Benchmark 1: By February 1st, 2016, all teachers will have engaged in one cycle of inquiry in which they collect and analyze student data and evidence of a strategic next step they employed to meet the needs of students.

1. Every grade-level team will have used a protocol for analyzing student data (mock Regents or other Common-Core aligned task).
2. Every grade-level team will have produced an item-analysis for the student data and devised a summary of the trends found in the data including student strengths and learning gaps.
3. Every grade-level team will have determined a high-leverage skill that needs to be addressed in their classes and devise an action plan for addressing that skill across content areas.
4. Every grade-level team will have re-assessed by February to determine if the strategies implemented were effective, identifying which students made significant progress versus which students showed no movement.
5. Every grade-level team will have disseminated their analyses and findings via Google Drive.
6. All team leaders will have met with administration bi-weekly to discuss the progress of the cycle of inquiry.
7. By February, administration will have conducted at minimum 2 cycles of observation providing targeted feedback and actionable next steps to teachers around planning practices and using data to inform instruction.

Benchmark 2: By February 1st, 2016, at least 85% of juniors and seniors will have accumulated 5 credits over the course of the Fall semester.

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>For components 2.2, 2.3 and 2.4 the school leader was rated "Effective." Currently, the principal ensures that the entire school community is involved in and understands what high leverage moves need to occur to ensure that students are academically successful. The administration meets weekly with the Coordinating Council of the school which includes teacher team leaders, coaches, UFT representative, CBO director, Dean, and guidance counselor to ensure that all members of the school community are represented when making critical decisions for the school. The collaborative team also is a means of ensuring that everyone's work in the school is aligned with the instructional focus. Administration also collaborates with vetted leaders in the building to create a program that is supportive of the needs of our students.</p> <p>For component 2.5, which calls for the use of evidence-based systems and structures to examine and improve critical individual and school-wide practices, the school was rated "Developing." To address this, administration has created a system for sharing information with each other and with the instructional coaches. Administration meets weekly with coaches to norm feedback and establish a set focus for observations. Any coaching, feedback and/or resources provided to teachers is posted on Google Drive so that all coaches and administration are clear about what has been shared with the teacher and what expectations have been established. Administration also meets with teacher team leaders bi-weekly to model how to use appropriate protocols for analyzing lesson plans, unit plans, projects and student work. Teachers will begin to showcase and present their work to their colleagues during PD days in an effort to receive critical</p>		

feedback and to become public learners. All teacher team leaders are expected to provide an agenda for their team meetings and have all notes and next steps recorded and shared via Google Drive. Administration will conduct periodic walk-throughs and observations of teacher team meetings to provide feedback to the leaders about how best to facilitate and hold each other accountable for the work. Data is also being compiled and shared and used as the evidence for student growth. This allows for the conversation to not become subjective, but rather bound in the evidence of student achievement. This year, committees have also been established to enhance the accountability across the school. These include a Data Team, Testing Team, SIT, Attendance Team, Accreditation Policy Team, etc. Each team has designated point-persons or leaders that meet with administration weekly to update progress. To address the high need of improving teacher practice and pedagogy, administration has created an observation calendar in an effort to ensure that all teachers receive more timely and actionable feedback. For teachers who were rated "Developing" last year as according to their MOTP evaluations, and those who the administration continues to see "Ineffective" or "Developing" lessons, there will be put into place a specific action plan for improvement. This plan will include supportive measures such as a set weekly planning meeting with a coach or administrator, a coach or administrator modeling lessons and/or effective teaching practices for the teacher, or establishing a "residency" in the teacher's class for a prolonged period to work with the teacher intensively on all components of teaching (planning using data, assessing, teaching, etc). In all debriefs with teachers, administration will require a student work sample from the day's lesson to base the conversation in the task and its alignment to the CCLS, access for multiple students, and rigor.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

1.) How will school leader articulate a shared vision and mission to the entire school community?

The shared vision came about through collaborative discussions in which all stakeholders had a voice. We also adapted our goal in consideration of the benchmark goals established for our school as a Renewal school. The school leader has also met with the SLT, teacher teams, and Community School director to articulate the agreed upon shared vision. Meetings with the SLT, teacher team leaders and teams, coaches, Community School director, and Coordinating Council are calendared and are occurring regularly (no less than once per month). The school leader has met with the CBO directors to discuss and plan for the courses provided to ensure their alignment with the school's mission and instructional focus. The principal and AP have observed some of the courses being offered and have given direct feedback to the teaching artists as well as to the Community School Director indicating how the instruction can be better aligned to the school's goal and have also delineated expectations for rigor. This process will be ongoing and the AP also has established a weekly meeting time with the Community School Director to discuss how to better support our students. Any proposed changes or adaptations to the school's vision, mission or instructional focus are vetted with the Coordinating Council and then with teacher teams, SLT, CBO, and staff for approval.

2). What kind of evidence-based systems would a school leader put in place to ensure that the school and individuals continues to improve?

Evidence-based systems include those created to address specific challenge areas. Counselors will keep logs, case studies and an action plan which will be reviewed periodically. Student progress data will be reviewed and compared against the data the counselors' provided. Attendance data will also be compared against the systems implemented to determine what needs to be improved upon, and what is working. A guidance team made up of administration, guidance, the CBO, the attendance teacher and other members of the staff will review the data and will continue to fine-tune the systems in place. Teacher team leaders have been directed to share all meeting agendas, notes, and collected student data and data analyses in an electronic Google Drive folder. This information is reviewed and discussed when administration meets with teacher team leaders to determine next steps for the team and to assess whether the work teacher teams are conducting is effective to promote student growth. Coaches also share their observation notes, feedback and coaching notes via Google Drive to ensure cohesion and follow-through. Teachers are using Skedula as a tool to generate data reports on in-class and school-wide assessments and also sharing these electronically. In their meetings, teachers are expected to discuss the trends found in the data, target a specific skill they will be addressing with students, and delineate a plan of action for addressing the skill gap. These plans must be shared with administration and coaches and also be evidenced in their unit plans and daily lesson plans. Administration has devised an feedback calendar for unit maps and will use lesson plans, student work samples, and data analysis as a point of focus for lesson observations and feedback sessions. All committees established have been set up with a specific area of focus for the school and has 1-2 point persons in charge of holding the team accountable and ensuring all information is shared. The point persons will be held accountable by administration through regularly scheduled meetings and period checks of the electronic files.

3). How would the leader organize student and teacher programs to ensure students' needs are met?

Administration and the school programmer works closely with the guidance counselor in charge of tracking credit data to ensure that students are being programmed effectively. Also, in compliance with CR 154, the administration has created opportunities for our ELLs to access instruction. For example, this year an additional Spanish teacher was hired to help students acquire necessary skills in their native language so that they may be more successful in using these skills in English. Reading Plus, a literacy program, was made available to all students in the school and incorporated into the ESL courses. With the establishment of the SIT, the Special Education teacher and coordinator meets with administration and faculty to review IEPs and ensure that students are receiving their mandated educational programs. Over the summer, the administration and programmer collaborated to create a schedule which allowed for a varied student program, addition of English and Math classes, and that built in common planning and meeting time for teachers.

4). What approach would the school leader have to conducting observations ?

With the support of the TDEC, administration devised a detailed observation calendar, including 5 rounds of observations and 2 cycles of reflection (1 for IPCs and 1 for End of Year Conferences). For September through January 15, administration has established which teachers they will see jointly to norm the observation and feedback process before moving to a focused set of teachers for the Fall. For the Fall semester, the AP will focus on the Math, Science, Social Studies and Art teachers while the Principal will focus on the Spanish, ESL, and ELA teachers. All observations will be informal with the goal of each teacher having received 3 observations by the end of January. To accommodate for Regents preparation, examination and PBAT presentations, January will be used by administration to recalibrate foci for observations and re-tier teachers. For teachers consistently demonstrating "ineffective" and/or "developing" teaching practices in the Fall, an informal TIP will be created with a specific action plan for improvement. Rounds 4 through 5 will be used to jointly conduct any formal observations (only 1 teacher on faculty requested) and to switch the teachers focused on by AP to the principal and vice versa. This will ensure that all teachers have received at minimum 2 observations by each administrator. Prior to end of the year conferences, the administration will again re-tier teachers and determine eligibility for tenure. The principal will have observed each teacher up for tenure this year a minimum of 3 times to determine whether he will submit their application for approval. In January, administration will also meet

with these teachers for them to present their portfolios and case for tenure approval. New teachers have each been assigned a mentor and partnered with another teacher to plan curriculum.

5 & 6: How will the school support a shared accountability?

What and how will the leader delegate to AP and the community school director?

In creating committees and teams, and an organized system for sharing information and data, we are ensuring that committee work is occurring and that all members of the faculty are able to hold each other accountable to that work. We have also designated leaders for each committee and team who then report to administration on a weekly basis, sometimes more often, to discuss what is working well and what still needs to be improved. This system of distributed leadership empowers teachers to not only take on the work, but also become vested in the work. Because it is collaborative, all members work together to achieve a common goal. The administration, specifically the Principal and AP, met over the summer to establish their individual strengths and areas of growth. Responsibilities are distributed between the two to allow for compliance work to be effectively completed in a timely manner and also allow for administration to strengthen their individual skills. Both members of the administration are responsible for observing, rating, reporting on ADVANCE, programming and managing the school-wide staff. Administration meets daily to determine goals for the day and the Principal delegates which components the AP is responsible for. The Principal and AP also meet regularly (once weekly or upon immediate need) with the Community School Director to articulate short-term and long-term goals for the CBO. The Principal makes specific requests for resources and programs needed for students and families. The Principal has also held a meeting with the director and the parent coordinator, articulating the specifics of their work and how he wants them to collaborate to meet the social-emotional goals for the school community. The AP also meets with the Community School Director weekly to discuss the implementation and efficacy of current programs being offered by the CBO. The AP keeps the director informed of changes that need to occur to keep the programs aligned with the school's goals. The community school director reports all concerns to the directors of the CBO.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the principal and assistant principal will have provided targeted feedback to teachers to help improve cognitive rigor, as measured by 25% of the teachers increasing one performance level in the Danielson component 3C.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The administration will share instructional focus with all faculty and staff and use the school-wide goal as a focus for instructional planning.</p> <ol style="list-style-type: none"> 1. The Principal and Assistant Principal will meet with the teachers for an Initial Planning Conference where teachers will identify 1 specific goal aligned to component 3c of the Danielson framework. 2. Teachers will create an action plan for meeting their goal and share with administration for feedback and follow-up. 3. Administration will provide opportunities for Professional Development to teachers in targeted areas and specifically within component 3c, including designing project-based instruction and Curriculum Mapping. 4. Administration and teacher team leaders will meet with interdisciplinary and content area teachers weekly to review student and school data and design interventions for targeted students. Teacher teams will discuss best practices, develop instructional strategies based on data and plan instruction. 	<p>All Teachers</p>	<p>Academic year 2015-2016</p>	<p>Administration, Teachers</p>
<p>Systems and structures will be put in place to ensure that student data is constantly shared and used for instructional planning.</p> <ol style="list-style-type: none"> 1. Administration will meet with teacher team leaders on a bi-weekly basis, or with more frequency if deemed necessary, to establish team goals and agenda priorities, including instructional planning and analyzing student work 	<p>All Teachers and Teacher Teams</p>	<p>Academic year 2015-2016</p>	<p>Administration, Teacher Team Leaders, teachers, coaches, committees, committee leaders</p>

<p>2. Administration will meet with committee team leaders weekly to ensure that committee work is being completed effectively and in a timely manner and that pertinent data is being consistently shared with school community.</p> <p>3. Teacher teams will meet twice per week each, as delineated in their teacher schedules, to analyze student work and assessment data and record an action plan for using data to inform instruction.</p> <p>4. Teachers will use tools such as Skedula DDC, Excel, and WIT tracking sheets to organize student data collected and share with school trends and patterns found in the data.</p> <p>5. Teachers will evidence use of data to inform instruction in their unit plans and daily lessons.</p> <p>6. A feedback cycle for unit plans will be followed by administration, coaches and teachers.</p>			
<p>An organized system for observations and feedback will be established.</p> <p>1. The principal and assistant principal will create and follow an Observation Calendar to ensure that all teachers are observed and provided with feedback no less than 4 times in the academic year.</p> <p>2. Each teacher will participate in a minimum of one classroom intervisitation per semester, as organized by their team leader and teacher team.</p> <p>3. Administration, team leaders, and coaches will engage in one school-wide "Learning Walk" once per month to determine school-wide pedagogical trends and establish an action plan for addressing teacher needs.</p> <p>4. A unit map feedback calendar will be established detailing unit due dates and revised unit due dates.</p> <p>5. Teachers consistently receiving ratings of "Ineffective" or "Developing" throughout the Fall semester will be provided with a specific, informal Teacher Improvement Plan by the end of the January 2016.</p> <p>6. Administration will meet weekly with coaches to establish observation lens in relation to Danielson component 3c and will calibrate feedback given to teachers pertaining to all components.</p> <p>7. Administration and teacher team leaders will meet with interdisciplinary and content area teachers weekly to review student and school data and design interventions</p>	All Teachers	Academic year 2015-2016	Administration, Teachers, teacher team leaders, coaches

<p>for targeted students. Teacher teams will discuss best practices, develop instructional strategies based on data and plan instruction.</p>			
<p>All members of the school community will be collaborate in maintaining and addressing school-wide instructional focus, goals, and vision.</p> <ol style="list-style-type: none"> 1. A weekly faculty newsletter will be created and disseminated to entire faculty and staff whereby the principal articulates a goal for the week relevant to the school-wide focus. 2. A monthly newsletter will be created and disseminated to all families and students informing them of purposeful changes, updates and events and their connection to the school-wide focus. 3. Administration will work closely with all CBO partners to ensure that programs are regularly monitored and/or added to push the school-wide focus for all members fo the school community. Administration will meet with CBO partners/director at minimum once weekly to continually assess efficacy of current programs. 4. The Community School Director will connect with outside resource agencies to establish partnerships in the school for students and families. The director will also report concerns and questions that arise pertinent to current programs to CBO directors. 	<p>All Teachers Parents, Students</p>	<p>Academic year 2015- 2016</p>	<p>Administration, Families, Teachers, Community School Director</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> -Administration -Committees and Committee Leaders -INPS coach and PD facilitator -Teacher Teams and Teacher Team Leaders -Community School Director <p>Programs will be structured to allow for regular team meeting time.</p> <p>A school-wide calendar will be created and disseminated including all committee, team, and leader meetings.</p>

Coordinating Council will be assembled will meet once weekly.

An observation calendar will be established and followed.

PDs will be provided on specific areas of focus, specifically for Component 3c, every Monday to all faculty/staff.

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 1st, 2016, 25% of the faculty will demonstrate consistent implementation of at least one high leverage indicator within Danielson component 3c as is evidenced in their lesson plans and on written feedback provided on Advance.

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>During the 2013-2014 school year, the Chancellor’s Office sent a representative to interview our Parent Coordinator and School Leadership Team to discuss what have been our strategies to have such outstanding parent participation. Our parent coordinator was asked to facilitate a “how to improve parent participation workshop” for other Parent Coordinators throughout the city. Our parent meetings continue to be well attended, as evidenced in our Curriculum Night when we had approximately 250 parents present. During our monthly parent association meetings, we bring in experts to provide workshops for families on financial literacy, substance abuse, improving communication with teenagers, the college application process, study skills, immigration and legal support, health care and mental health services, and other areas in which our parents have expressed interest. We also currently free fitness and ESL classes for parents.</p> <p>Although this is one of our areas of celebration, we continue to look for ways to engage every family at a high level. For the 2015-2016 academic year, we have planned for the following:</p> <p>1. 6.2: The Parent Coordinator will create and disseminate notices to all parents, providing them with current information they need to know in order to support their children’s education. In collaboration with the guidance counselors and community school director, the parent coordinator will create a monthly newsletter for families, available in both English and Spanish. Workshops to help parents read their children’s transcripts, understand how to use Pupil Path (our online grading system) and learn about other topics that are relevant to parents, including</p>		

information sessions about financial aid, and the college application process are facilitated by in-house and outside experts.

2. 6.3: On Monday's for one hour before or after school, the teachers engage in parent and family outreach, as designated by the UFT contract. Appointments are made for parents to meet with teacher teams to discuss action plans that ensure their children's academic success. Written academic progress reports will be disseminated to parents at the culmination of each of the 6 units. Report cards will be generated 4 times per year (twice per semester). The Attendance Team also meets weekly to identify at risk, truant students and schedules conferences with families to assist in ensuring students come to school.

3. 6.4: One of our CBO partners, Make the Road NY, provides our students and their families with legal and social services both in the school and outside community. Our Community School Director will be working toward establishing our school as a "community center" after school hours. This will include bringing in programs and workshops for parents, families and students to participate. She is currently working on developing a partnership with Sunnyside Community Center which will provide additional ESL classes for parents weeknights in a neighboring school. Sunnyside will also provide a Home Aide Training and certification course for parents and families. Additionally, the Community School Director has been designated to update and revamp the school website, ensuring that it is frequently adjusted with pertinent news and information and accessible to parents.

4. 6.5: The administration, teachers, guidance counselors and staff look at data from pre and post assessments, Regents exams, NYSESLAT, the QR, New Visions Data Sorter tool, and other accountability report such as the Dashboard Data on the Principal's Portal and disseminate this data in team leader meetings, teacher team meetings and during professional development in order to improve instruction and increase student outcomes. During the school leadership team meetings and parent association meetings, the administration and/or staff members share their findings with the families. The SLT is also used a vehicle to involve parents in key decision-making in the school, particularly ways that parents can help push the instructional focus and progress of the students.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

1). Within the Community School model, how will families be welcomed?

Our open door policy will continue into next year and beyond. Because our families often have long workdays, our school is open until 6 pm each day and on Saturdays. Our attendance teacher has begun to come in later in the day and visit homes after 5 p.m. in order to make contact with the parents. We are flexible when it comes to appointments for parents, because many do not know from one day to the next if they will be able to keep an appointment, given the many responsibilities they have. Therefore, our guidance staff, parent coordinator, teachers, community school director and administrators are accessible throughout the day, as needed, to support the families. School safety is polite and

welcoming, and if a parent does not have an ID, they call us, so that we can come down to the main lobby to greet our parents.

2). How does the school provide support to families so that they understand and can take an active role in what their child is learning?

Every Fall, we have a very well attended curriculum night where parents learn about their students' classes. This year, our teachers engaged parents in an interactive approach where parents were able to experience first-hand activities similar to those their students would throughout the course of the year.

Through our monthly Parent Workshops, we are able to inform parents on a variety of topics relevant to their children such as the Common Core Standards, College Application and Financial Aid process, and PBAT preparation. During parent teacher conferences, teachers will meet individually with parents to discuss their child's progress and also the curricular expectations.

3). How would the school engage the community and families?

All parents are invited to join the SLT and Parent Association meetings where they receive valuable information through workshops facilitated by Urban Arts, Make the Road and other community organizations on topics ranging from legal rights to understanding your teenager. We will continue to provide information about legal services, medical services and financial services through our CBOs. We will also continue to provide Adult English classes and technology classes to our parents during the week and also on Saturdays. This helps parents become more equipped in helping their children do their schoolwork. The Guidance counselors will also continue to provide workshops for parents on how to read a transcript and keep track of graduation requirements; financial aid night; the college application process; social-emotional issues and signs to look for; outside agencies that are available to support all family members, and more. The Parent Coordinator and the Technology Specialist will continue to help parents access our online grade system, "PupilPath and Skedula." Parents also receive important mailings, such as the monthly newsletter, and phone messenger messages in both English and Spanish.

4). How do families partner with the school CBO?

Our main partner, Urban Arts will link with other organizations to bring our families services that they will need. Our Community School Director has been working closely with the parent coordinator in an effort to reach out to a multitude of outside agencies focused on our parent and family needs. Examples include breast cancer screens, mental health support, drug abuse counseling, and legal aid.

5) What adult education offerings can your school community provide to families?

We are currently offering adult ESL classes on Saturdays here at the school. By partnering with Sunnyside, we will also be able to extend invitations for parents to receive instruction weeknights. Sunnyside will also be providing a Home Aide Certification and Training course to parents. The Community School Director will continue to seek partners and resources to grow our adult education offerings.

6). How would families be able to access student data and progress?

At new student orientation and again at the beginning of the year, there will be a workshop for all parents to help them access the PupilPath system and provide them with their own password. Throughout the year, parents will always be welcomed and helped in accessing the system, so that they can continue to track their child's progress.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, parent participation will increase by 10% as is evidence by average monthly PA workshop attendance and parent teacher conferences.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>There will be an established, structured system for communication with parents and families.</p> <ol style="list-style-type: none"> 1. Parents will receive phone calls, electronic, and paper mail informing them about upcoming events, meetings, etc. 2. Office personnel will constantly update and maintain accurate contact information for families and work with technology specialist to update Skedula with this information. 3. A family newsletter, available in English and Spanish, will be created and distributed to families each month. 	<p>Parents, Families and Guardians</p>	<p>Academic year 2015-2016</p>	<p>Administration, Parent Coordinator, Community School Director, Staff, Teachers</p>

<p>4. Teachers will engage in an hour of parental outreach every Monday in which they will update the electronic grading system, call parents, or meet with parents to discuss student progress.</p> <p>5. A monthly Parent Association meeting will be hosted for parents to receive key information.</p> <p>6. Parent-teacher conferences will be held 4 times throughout the year, including a Curriculum Night, for parents to learn about their child's academic progress.</p> <p>7. Members of the attendance team will make daily phone calls and schedule conferences with families of students frequently absent or late. Any parent of an absent student will receive an automated phone call on a daily basis to alert them of child's absence.</p> <p>8. Parents will receive a unique password for accessing PupilPath in order to track their student's progress.</p>			
<p>In partnership with our CBO and outside community resources, parents will be offered relevant workshops and trainings.</p> <p>1. A free adult English literacy class will be made available to all parents at our school every Saturday.</p> <p>2. A free adult English literacy class will be made available to all parents at a neighboring school weeknights.</p> <p>3. Through a partnership with Sunnyside Community Center, a Home Health Aid Training and Certification course will be made available to all parents.</p> <p>4. The Parent Coordinator and administration will plan and conduct parent workshops that will help parents understand curriculum and assessment expectations.</p>	<p>Parents, Families and Guardians</p>	<p>Academic year 2015-2016</p>	<p>Administration, Parent Coordinator, Community School Director, Staff, Teachers</p>

<p>5. The Parent Coordinator and Community School Director will work with the PA and outside resources/agencies to provide monthly workshops for parents on a variety of topics.</p> <p>6. Parents will be trained on Skedula and PupilPath to help them access student data reports.</p>			
<p>We will increase overall parental engagement in the school community.</p> <p>1. We will host an annual family festival as well as a social services fair on campus at which time agencies such as the Immigration Coalition, The Door and Health Plus, among others, will provide our families with timely and important information about housing, medical, dental and mental health care, as well as legal matters.</p> <p>2. We will expand our methods for inviting parents to special events to include paper mail, electronic correspondence, phone messenger blasts, phone calls, student backpack flyers, monthly family newsletters, and website updates.</p>	<p>Parents, Families and Guardians</p>	<p>Academic year 2015-2016</p>	<p>Administration, Parent Coordinator, Community School Director, Staff, Teachers</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> -Laptops, Smart boards/Technology for specific workshops/trainings -Skedula, School Messenger, School Website, Office Staff to create and issue mailings -Adult Literacy Teacher -Faculty and Staff (Parent Coordinator, Office Staff, College Readiness Team, Dean, Administration, Teachers) -Workshop Facilitators -General Supplies

- Community School Director and CBO partners

1. Ensure workshops are calendared and disseminated to entire school community
2. Ensure website is maintained and updated
3. Ensure correspondence to parents is inviting, accurate and timely

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 1st, 2015, parent attendance to planning school-wide events will have increased by 5% as evidence on average attendance to parent teacher conferences and PA meetings.

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, 70% of students in grades 9-12 will have increased their literacy level by one grade, as evidenced by their end of year assessment data on Reading Plus.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?
In order to meet the SED requirements, a strategic teacher and student program has been created. Our teachers, through an SBO vote, determined it best to follow a multi-session program. With the 2 sessions, we were able to create a student program whereby ELT is built in during the day and allows for purposeful structuring of the courses

offered. It also meant that all courses offered are delivered by our own NYS certified teachers. To meet the demands of the ELT as well as to support the needs of our students, we acquired 2 new Spanish teachers and a bilingual math teacher. As such, students are now receiving additional literacy classes in English and Spanish across all grades. We are also able to offer a variety of math classes, such as Math Inquiry and a Finance and Statistics course to further support our students with math literacy. Through our continued partnership with Urban Arts and funding from the 21st Century grant, 9th and 10th graders and 12th graders are receiving ELA - Art integration classes. We will also have a Coding course integrated into our Media Arts class and just began a Geometry-Art integration class. The ELT has also allowed for us to add in Math and ELA CUNY LINCT courses for our senior classes. Additionally, students are receiving targeted courses such as Regents Preparation and intensive writing. We are also using programs such as Reading Plus across ESL classrooms to further build our students' literacy skills. As part of the Renewal initiatives, we are also participating in the Writing is Thinking through Strategic Inquiry and 11th Grade Regents Inquiry PDs. Teachers and administration attend the WITsi PDs and we have been able to structure meeting time within the school day for members of the teams to engage in this purposeful inquiry process.

During an orientation in early September as well as at our Curriculum Night, we informed over 250 parents of our status as a Renewal School and the steps we are actively taking to improve student progress. This information was also shared with the SLT and PA. Official letters denoting our status and implications were mailed out in September as well. We will continue to keep our parents informed through monthly PA meetings, mailings, phone messenger, updates on our website, and monthly newsletters.

Currently, as per the UFT contract, we offer professional development sessions to all faculty and staff here at the school every Monday. Additionally, teachers are being sent to a variety of workshops offered to us as a Renewal including WIT 101, WITsi Train the Trainer, EngageNY, and Dual Capacity Framework. Any such offerings that are pertinent to our family and parental outreach are also attended by our Community School Director. Additionally, our current CBO will be providing a series of PDs to ensure that the collaboration and integration courses we are currently offering are in accordance with the school's vision and are designed to push student progress. Teacher team time has been built into the schedule to allow teachers ample time to plan within their grade level teams as well as with their content teams.

Through our CBO, we have acquired a social worker so that we have been able to expand our guidance and PBIS team. We have 3 guidance counselors, the SAPIS social worker, a social work intern, a full-time dean, and community associate who regularly help support our students with social-emotional challenges and issues.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

1. Administration, technology specialist, guidance counselors

- ensure program meets ELT guidelines
- ensure students are programmed according to credit and academic needs
- meet regularly to adjust schedules/programs as data is collected on efficacy of overall program

2. Grade, Content and Data teams

- collect student data on an ongoing basis to determine impact and revisions needed to be made to curricula
- use data to establish school-wide trends and patterns in relation to student skills and progress
- identify and implement targeted instruction to improve student performance

3. Guidance counselors, Career Readiness Team, and Accreditation Policy Committee

- monitor and track student data as pertaining to credit accumulation, readiness for graduation, college readiness
- determine eligibility for Honor Roll, National Honor Society and academic scholarships

4. Community School Director, CBO directors, administration

- monitor and review currently offered integration courses
- provide feedback to teaching artists
- ensure that teachers and teaching artists are effectively planning with school-wide instructional focus at the forefront
- ensure that after-school program offers a variety of clubs to promote student participation and engagement

Part 4b. Timeline for implementation and completion, including start and end dates.

July 1, 2015 through June 30, 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- Administration (ensure accountability across all areas)
- Teacher teams and team leaders (collect and track data ,
- Community School Director and CBO partners
- Technology specialist/programming

- Guidance counselors
- Budget and Operations coordinator

Resources/Scheduling Adjustments

- hour long periods to accommodate instructional needs
- 2 teacher sessions programmed
- 80 minute PD time allotted each Monday afternoon
- after school and Saturday program established (acquire permits and personnel)
- teacher schedule with required team meeting time (content, grade, WITsi, 11th grade Regents inquiry, testing, college readiness, etc)

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

X	21 st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 1, 2016, 40% of students will have increased their literacy skills by one grade level, as evidenced by assessment data from Reading Plus and other content-based assessments.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, 75% of families will have received support in their areas of need, as measured by their active participation in programs implemented by the CBO.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

Our Community School program will provide services to all our students as they are all classified as ELLs or former ELLs. It will also specifically target our students with disabilities, SIFE/SLIFE, and overage/under credited students. In collaboration with Urban Arts and other CBOS, we will work to establish PAIHS as a community and resource center for all students and families.

Through our CBO, we have programmed integration courses which will be co-taught by UA teaching artists who will help students build literacy through the arts. We have also acquired a certified bilingual Social Worker to provide social-emotional support to our students, including unaccompanied minors, as well as our families. A Community School Director has been hired through UA to link the services of outside community organizations in order to provide our families with the supports they need. She will work closely with the staff, in particular the Parent Coordinator, to strengthen outreach to parents and increase the availability and variety of resources made available to them.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOS, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Director and co-director of UA met with the administration to discuss the needs of the school, academic, social emotional, legal and enrichment needs. UA later conducted a needs assessment with families to determine the more specific needs of the families. UA has been involved with a variety of aspects that drive our renewal efforts. They have taken part in the AIR co-interpretation to help support our work around the Key Findings. Additionally, UA took an active role in identifying and helping us to hire qualified candidates for the positions of Community School Director and social worker. The Community School Director is also reaching out to other CBOS who have expressed an interest

in serving our families, in order to develop linkages that could bring those services to PAIHS. This year, Community School Director of UA is based at PAIHS. She will coordinate all academic and social emotional programs supported by UA. Additionally, she will manage the linkages with other CBOs to help parents and children access the much-needed services these agencies provide.

Co-Teaching with a UA teaching artist and ELA teachers will continue this year. In collaboration with the CBO directors, we have successfully programmed the course Story Studio for all of the 9th and 10th grades, Fresh Prep for our 12th grade classes, and an Geometry/Art integration class for our 11th grade. We will be adding a coding class during our Media Arts classes and as an offering after-school. Our new full-time social worker works closely with the PBIS team to address the social emotional needs of our students and provide crisis intervention services throughout the day. Referrals will be made to outside agencies for matters needing greater support. The social worker will also work closely with the guidance team to identify students in crisis. The addition of this social worker has also allowed for our 3 guidance counselors to be distributed among the grades with specific foci. We have one working closely with the 9th and 10th grades, the second working closely around College Readiness issues, and the third with credit accumulation. UA will also provide expert guest speakers to address families during monthly Parent Association meetings about issues affecting them. UA will continue to partner with our parent leaders, administration and the parent coordinator to continue to bring workshops to families that will help them access medical, academic and social-emotional services they did not previously know they could receive. Our monthly parent association meetings continue to be well attended due to our continued outreach and daily phone calls to the home. Our open door policy also messages to parents that they do not need an appointment to be seen and helped by a member of the administration, CBO or of our staff.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

-UA Director, 21st Century Schools Grant director, Community School Director, Administration, PAIHS staff

- Administration, teachers, staff and UA will prepare a schedule of meetings to review data, assess impact of programs, reflect and make improvements.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

-Community School Director

-Social worker

-Guidance counselors

-Community organizations

-Parent Coordinator

-Administration

-Technology Specialist/Programmer

- CBO directors

Schedule adjustments

- Story Studio, Fresh Prep, Math Integration and Coding class must be programmed into student schedule, co-planning time must be programmed for all affected teachers

- after school program must be scheduled

- Community School Director must meet regularly with parent coordinator and administration to discuss resources needed

- Periodic assessment of program must be calendared throughout the year

Part 3c. Timeline for implementation and completion, including start and end dates.

June 2015-June 2017

Section 8: 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)	We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports, Mock Regents, pre and post unit assessments, and other assessment data.	<p>All students in grades 9-12 receive tutoring opportunities after school, as well as on Saturdays, for additional support, in order to build their literacy skills and improve their ability to participate and complete homework and projects in all of their content area classes.</p> <p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Credit Accumulation Courses (APEX) - during school day and Saturdays support to help students earn credit by meeting required seat time and doing appropriate work.</p> <p>Additional ELA classes and intensive writing classes have</p>	<p>Students' language is developed in all content areas classes and via after-school programs, which emphasize cooperative learning and verbal interaction with peers. After-school programs include Theatre, Homework Help, Student Government, and Student Life.</p> <p>Small group & one-on-one tutoring</p> <p>Differentiated instruction throughout a lesson in a class</p> <p>CUNY LINCT course</p>	<p>All students who require extra support for the ELA exam receive after-school and Saturday Regents prep.</p> <p>After school class is 2 days per week.</p> <p>Additional classes occur every day</p>

		<p>been programmed into the school day</p> <p>All students have Reading Plus accounts and are using the program in regularly programmed ESL classes</p>		
Mathematics	<p>We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports, Mock Regents, pre and post unit assessments, and other assessment data.</p>	<p>As with English, students in grades 9-12 receive tutoring opportunities before, after school, during school, and on Saturdays.</p> <p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Credit Accumulation Courses (APEX) - during school day and Saturdays support to help students earn credit by meeting required seat time and doing appropriate work.</p> <p>Additional Math classes and Regents prep classes have been programmed into the school day</p>	<p>Small group instruction, individual tutoring</p> <p>Differentiated instruction throughout a lesson in a class.</p> <p>CUNY LINCT course</p>	<p>All students who require extra support for the Algebra Regents exam receive after- school and Saturday Regents prep.</p> <p>Additional classes occur every day</p>
Science	<p>We use a combination of data sources, including: teacher diagnostics, official lowest third identification,</p>	<p>Students in need of additional time and support for science receive tutoring</p>	<p>Science skills are developed via co-teaching with the Special Education teacher, which emphasizes</p>	<p>All students who require extra support receive individualized instruction daily.</p>

	<p>scholarship reports, pre and post unit assessments, and other assessment data.</p>	<p>during after school and on Saturdays.</p> <p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Credit Accumulation Courses (APEX) - during school day and Saturdays support to help students earn credit by meeting required seat time and doing appropriate work.</p>	<p>cooperative learning and verbal interaction with peers. Project-based Learning and heterogeneous grouping provides opportunities for a variety of entry points to the curriculum for students who need additional support.</p> <p>Small group learning & one-on-one tutoring opportunities.</p> <p>Differentiated instruction throughout a lesson in a class.</p>	
<p>Social Studies</p>	<p>We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports, pre and post unit assessments, and other assessment data.</p>	<p>Students in need of additional time and support for social studies receive tutoring during after school and on Saturdays.</p> <p>Small group & one-on-one tutoring</p> <p>Differentiated programming throughout a lesson in a class.</p> <p>Interdisciplinary approach to reinforce skills across Humanities classes</p> <p>Credit Accumulation Courses (APEX) - during school day and Saturdays support to help students earn credit</p>	<p>Skills are developed via after-school programs, which emphasize cooperative learning and verbal interaction with peers. After-school and Saturday opportunities are offered for students who need additional support</p> <p>Small group & one-on-one tutoring</p> <p>Differentiated instruction throughout a lesson in a class.</p>	<p>Students who require additional preparation receive individualized instruction daily.</p>

		by meeting required seat time and doing appropriate work.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified by referrals from teachers, administrators or guidance counselors	<p>Counseling</p> <p>Students who need individual or group counseling services are provided these during their elective periods, lunch, and gym.</p> <p>Guidance counselors, the social worker intern and Social Worker meet in individual sessions with students who exhibit at-risk behaviors, while also meeting with and advising families on free options for more in-depth counseling outside of school.</p> <p>Counselors also meet with teachers weekly to help develop strategies to support at-risk students in class</p>	<p>One-to-one</p> <p>Students who are exhibiting at-risk behaviors or are having difficulty adjusting to school meet individually or in small groups with their counselors, or the social worker, or social worker interns.</p>	Guidance counselors, social worker interns and social worker provide social/emotional services to students throughout the school day, including before and after school

Section 9: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
<p>-The Principal and Assistant Principal, team leaders and a guidance counselor make up the hiring committee at Pan American International H.S. After a series of Professional Development Workshops in Spring 2015, facilitated by the Teacher Staffing Support Manager at the DOE, the Hiring Committee created a rubric and designed questions aligned to Competencies of Danielson to help them evaluate candidates, so that we hire personnel whom are committed to serving our students.</p> <p>- Recruitment of highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network for Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who comprise all of the international High Schools' student populations.</p> <p>-The administration works closely with the INPS network and Central HR point to ensure that non-HQT meet all required documentation and and assessment deadlines.</p> <p>-Coaches and mentors are assigned to support novice, inexperienced, and teachers in need of instructional support</p> <p>-Administration conducts regular informal observations of teachers and provides non-evaluative feedback.</p> <p>-Administration provides regularly structured Common Planning Time</p> <p>-Administration provides support to teachers with unit plans and instructional development.</p> <p>-INPS professional development is provided to teachers in order to build capacity.</p> <p>-Teachers are provided with leadership opportunities.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
--

1. -A INPS Leadership Coach consults and meets regularly with administration to build their capacity and to provide high quality PD.
2. -All teachers receive specialized training in ESL strategies and working with ELLs through networkwide professional development through the Internationals Network for Public Schools,
3. -INPS PD and other research-based PD opportunities are shared with all staff.
4. -Mentors provide a minimum of 2 hours a week of individualized coaching to new teachers.

-Instructional coaches from Generation Ready and INPS provide support to teachers.

-External Professional development opportunities are made available to all teachers

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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/information, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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 (RSCEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	319,062.00	X	5a, 5b, 5c, 5d, 5e
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0	X	
Title III, Part A	Federal	32,892.00	X	5b, 5e
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,802,715.00	X	5a, 5c, 5d, 5e

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) 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.

P AN AMERICAN INTERNATIONAL HIGH SCHOOL

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Pan American International High School (24Q296)**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Pan American International High School (24Q296)** 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. The school will maintain this information.

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.

PAN AMERICAN INTERNATIONAL HIGH SCHOOL

School-Parent Compact (SPC)

Pan American International High School (24Q296) , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 International HS</u>	DBN: <u>24Q296</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>150</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

Supplemental Title III Instructional Program:

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

Saturday Program (Literacy/Math Enrichment Class)—classes will meet a total of 30 sessions beginning in October, through mid June, from 9:00 a.m. to 1:00 P.M. 30 students will be served. Group size will be maintained at 15 students per teacher. This class will be targeted to Beginning and Intermediate level students. Each class will always have one certified fully licensed ESL teacher and one certified fully licensed content area teacher that will be rotated given the focus of the site that is being visited to provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning oral and language skills through conducting interviews, writing newspaper articles, essays and presenting debates around literature. These strategies will help students achieve higher scores on the NYSESLAT and English Regents. Instructional supplies to be purchased will be notebooks, graphing calculators, paper, It Happened In America by Lila Perl (upper level cultural short stories (Americana) – a story from each state, Historical Fiction George Washington's Socks by Elvira Woodruff, Time travel back to the American Revolution with a group of kids who discover George Washington. Great tie-in to American Revolution. The Orphan of Ellis Island by Elvira Woodruff, Time travel back to turn of the century Italy with a group of boys who dream of coming to America.

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

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

Part B: Direct Instruction Supplemental Program Information

days a week from 7:30 - 8:30.

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

After school Small Group and Before School Instruction Program: Targeted enrichment in English and Math. ESL and content area teachers in Social Studies, English, Math provide support to students in all of the ESL sub-groups in small group settings for two hours per week. The targeted students are 9th - 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. The program will place an emphasis on developing all literacy skills which will help to develop students college readiness. The program will consist of three classes which will each meet twice per week with two teachers and have 20-25 students in each of the supplemental Title III classes. These classes are co-taught by one ESL certified teacher working together with one content area fully certified teacher. One class will have one ESL certified teacher working with one certified Math teacher; one class will have one ESL certified teacher working with one certified Biology teacher; and one class will have an ESL certified teacher working with one certified English teacher. The classes will meet weekly for 60 sessions October 6, 2014 through June 4, 2015 for two hours per class. The classes will meet on Tuesdays and Thursdays from 3:00 - 5:00 pm for students. Instructional materials will include, teacher hand made materials, scientific calculators, graphing paper, composition notebooks, dictionaries, construction paper and graphing calculators. Rigor the literacy program will be used for literacy and Reading Plus will be used as the on-line tool for students.

Part C: Professional Development

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

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

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

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

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

Part C: Professional Development

International Network for Public Schools (INPS) and various PD vendors.

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

Participants in the PD will be comprised of the following:

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

Planned Timeline:

1. One 1-hour session on promoting constructive conversation and accountable talk around all class content with ELL students. (Provided by INPS (Luis Duany) on September 3rd from 10am - 11am). This PD is necessary in our school since our common language is Spanish. Teachers will learn of strategies and tools to guide conversations and discussions around the content of the lesson. This PD will be attended by all teachers listed above.

2. One 1-hour session SIFE Workshop to support our ELL SIFE students. (provided by Minerva Zanca(Principal)). Majority of our students are SIFE. Teachers struggle with how to differentiate instruction for SIFE students. This PD provides some differentiation strategies and literacy skills for the teachers. Our students are heterogenously grouped so all teachers have SIFE students in their classes. This PD took place on September 17th and will be attended by all staff.

3. One 1-hour session on strategies for language and content integration and suporting our ELL students in writing portfolio projects. (Provided by INPS coach(Luis Duany)) Langauge Objectives are essential to our planning. Teachers must have language objects in their lessons. This PD teaches them how to create objectives that go beyond vocabulary. The PD took place on September 23rd and will be attended by all staff.

4. One 1-hour session on project design to support higher order thinking and writing skills with our ELL students. (Provided by INPS (Luis Duany)) Through observation, we have noticed a low level of RIGOR in instruction for our ELLS. Teachers are going to be given PD on how to incorporate DOK in their lessons through writing. This PD took place on October 15th and will be attended by all staff.

5. One 1-hour session on sharing interdisciplinary projects looking through the lens of scaffolding for our ELL's. (Provided by CFN (Luis Duany) This PD took place on October 23rd and will be attended by all staff.

6. One 1-hour session on promoting student discussions in class to show student understanding of content. (Provided by Monika Garg(AP)) This PD will took place on November 12th and will be attended by all staff.

7. One 1-hour session on the use of native language in the classroom to promote English language development. (Provided by INPS Coach(Luis Duany) and AP Garg). This PD will take place on December 17th and will be attended by all staff.

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

Part D: Parental Engagement Activities

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

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

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

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

Planned workshops are:

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

• _____ One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. This workshop is geared to help the parents of our ELL's navigate the college application system and to learn necessary vocabulary needed to apply for financial aid to colleges.(Planned: December 10, 2014. 6-8 pm. Facilitated by Shirley Torres and Carlos Acevedo, licensed Guidance Counselors.

• _____ Two 2-hours session on ELL student progress towards graduation and the extra help opportunities and extra curricular activities available to support our ELL students. The focus will be on how parents of ELL's can help their Beginner and Intermediate students pass the ELA and Math Regents and do as well as their classes. (Planned for March, 2015. 6-8 pm. Facilitated by Urban Arts CBO and Administrator.

• _____ One 2-hour session on the communication and relationship between parents and their teenagers on how to increase parental involvement in their child's school work. Focus on sentence starters and role play to support our ELL parents deal with their teenagers. They will be given tools to help their children through the daily work load.(Planned: April 30, 2015. 6-8 pm. Class will be facilitated by Eduardo Medrano Assistant Principal.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 296
School Name Pan-American International High School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal George Badia	Assistant Principal Leslie Aquino
Coach Trevor Stafford	Coach Boma Jack
ENL (English as a New Language)/Bilingual Teacher Kristin Donnelly	School Counselor Joseph Pena / Shirley Torres
Teacher/Subject Area Earl Johnson/ Social Studies	Parent Zenaida Torres
Teacher/Subject Area Juan Luque/ENL	Parent Coordinator Juana Adames
Related-Service Provider Joseph Indelicato	Borough Field Support Center Staff Member Lawrence Pendergast
Superintendent Elaine Lindsey	Other (Name and Title) Samantha Chang/ENL Teacher

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	4	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	386	Total number of ELLs	306	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	324	Newcomers (ELLs receiving service 0-3 years)	271	ELL Students with Disabilities	11
SIFE	50	Developing ELLs (ELLs receiving service 4-6 years)	45	Long-Term (ELLs receiving service 7 or more years)	8

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	271	44	6	45	6	5	8	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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										109	97	82	36	0
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													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										88	46	27	5	0
Emerging (Low Intermediate)										5	20	15	13	0
Transitioning (High Intermediate)										2	12	6	7	0
Expanding (Advanced)										7	13	22	16	0
Commanding (Proficient)											3	14	3	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										1	10	17	35	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	82		45	
Integrated Algebra/CC Algebra		110	31	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	6	9	7	8				
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - This year we are using the Do-it-Yourself assessment developed by the Performance Standards Consortium as an assessment tool. This data, along with data yielded from DORA in both English and Spanish, show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). However, it is significant to note that this data demonstrates that a considerable number of students are significantly behind in reading level in their native language, making them SIFE students, and this reaffirms why the Native language arts program is an integral part of our school's literacy instruction. These data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. It appears that over the course of 4 years, most students improve their literacy skills, but the majority remain at the Intermediate level. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas, specially the Native Language Arts class. Through this consistent reinforcement of reading and writing in their classes and in our after-school programming, students will see an improvement in their scores over time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - Our population is incredibly heterogeneous in terms of language ability.
 - The majority of our students who are newly arrived to the country and attend our school are beginner ELLS.
 - Most students classified as beginners and intermediates are situated in the lower grades (9th and 10th) while most students deemed advanced and proficient are in the higher grades (11th and 12th).
 - After analysis of our data with the ESL department and our AP, we have found that since the majority of beginner ELLS are located in the Junior Institute Grades (9-10), we have programmed them for Electives that promote their English language acquisition. All Junior Institute students take electives in either Theater or Chorus which helps them with their Listening/Speaking skills so they can develop communicative competence. Another pattern we have observed is that in the Senior Institute, a considerable portion of students do not test proficient because there is a disparity between their reading/writing and their listening/speaking scores. Students in the Senior Institute need continued literacy instruction, especially in the academic content areas, so Reading/ Writing across the disciplines has been a major focus in terms of programming and instruction. Senior Institute students are programmed into

electives that promote content area literacy and help them to acquire the academic literacy skills necessary to test proficient on the NYSELSAT and pass the Regents. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development in all content area curricula, which means increased professional development for all teachers in ways of doing so.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the AMAO tool to set instructional goals and to target students according to their proficiency level. Students are identified by the years of services and their progress towards proficiency. We schedule them for classes that support them in each modality.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

A. In our school, we promote students using their native language to help them access content understandings. As a result, every student in our school is offered the Regents in both English and their native language, with the exception of the English Regents. Many of the students in the Junior Institute, who tend to be mostly beginners and Intermediate, elect to record their answers in Spanish on the Regents, while students in the Senior Institute more often elect to record their responses in English.

B. Historically, International Schools have utilized the DY0 assessment developed by the Performance Based Assessment Consortium. Additionally, we are using the citywide Performance Assessments to help track progress on Common-Core Aligned Tasks. The results of these assessments will provide us insight into which students require intervention in order to keep them on track to graduate. In the past, we found our DY0 data to be an accurate predictor of ELL performance on the ELA Regents Examination and thus used formative assessment results to determine which students required intervention services. School leaders have created common meeting time for departments to meet each week to look at data and plan interventions. In addition, interdisciplinary instructional teams also have weekly time for this kind of planning. Team and department leaders meet with school leader to set agendas for meetings.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A

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

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

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

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

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

- 6 year graduation rate- 60%
- Credit Accumulation for Lowest third- 52% for 1st year and 85% for 2nd year.

- Regents pass rate- Global Pass Rate 69%
- Attendance rates- 94%
- Learning Environment Survey – teacher results- 10% higher than city-wide average.

The success of our program is determined in a variety of ways. Since students come in with different levels of proficiency in English and their own native language we need to look a variety of assessments. The NYSESLAT scores helps us to determine whether the teaching methodologies we use are effective in helping student acquire the english language. The English and Math regents are used to determine if we meet AYP in a given year.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

New admits take the NYSITELL within ten days of admission. Juan Luque administers the Spanish Lab to Spanish-speaking students and Samantha Chang administers the NYSITELL within that same time frame. The LAB-BESIS Coordinators utilize the RLER report to identify newly admitted students who are eligible to take the NYSITELL so they can be tested within the ten-day period.

All students admitted to Pan American International H.S. come from a New York City junior high school or are recently arrived immigrants from Spanish-speaking countries. The families of new admits, from out of the state or, most frequently, from their native country, are sent to us because they come from Spanish speaking countries and speak Spanish. When they arrive at the school, they meet with the parent coordinator and the Principal or another 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, the Assistant Principal and the Guidance Counselors are native Spanish speakers. The interview is always in Spanish since all our parents speak Spanish. The parents fill out the HLIS in their preferred language. The students and parents are interviewed by the Guidance Counselor and/or the 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 prefer.

The guidance counselor reviews all paperwork and looks over all school records/transcripts while the LAB-BESIS Coordinator administers an informal interview to assess if the student speaks any English. Within ten days from enrollment, the NYSITELL is administered to the student. Currently, the student is tested the same day he is enrolled so that we may give him the correct schedule as soon as possible. The LAB-BESIS Coordinator administers the test, scans it to ATS, and gives the student's English proficiency level to the guidance counselor for proper scheduling. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB.

While conducting the interview, if the parent or students indicates that there has been a gap in their education then the LENS is administered by a licensed pedagogue.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 days of enrollment, the Oral Interview Questionnaire is used to determine if an ELL has had a gap of two or more years in their formal schooling. The results of the Oral Interview Questionnaire allows Pan-American International High School to develop a better understanding of a newcomer ELL and potential SIFE as it has many questions related to literacy and language practices. Pan-American International follows all of the same steps as mentioned above to identify an ELL. Additionally, the incoming student is given the LENS which is used to measure the home-language literacy skills. This information is essential as it identifies each individual student's strengths and needs which drives planning and instruction. The LENS has been a very useful tool to programm and service SIFE students efficiently.

While providing all initial examinations, we also take into account low scores in the Spanish LAB for Spanish speaking students. These scores help us to identify a possible SIFE student from the moment of enrollment.

Students work is also used in identifying SIFE status. In many instances, our teachers have been able to notice some deficiencies and they have advised the SIFE Director in order to provide the students with the proper examinations.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEPs at Pan-American International High School, will be administered the Home Language Identification Survey (HLIS) to determine the student's home language which is part of the general intake procedures. Once the home language is determined to be other than English, an interview with both the parent and student will be conducted in English and/or the preferred language (usually Spanish). The Language Proficiency Team (LPT) consisting of

will review evidence of the student's English language development and determine as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Upon review of evidence, the LPT will recommend the student to take the NYSITELL if applicable. If a student is recommended to take the NYSITELL, its results will be used to determine ELL status and student will be provided with ELL services. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation will be sent to Mr. Badia, the principal, for review. If Mr. Badia accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. However, if Mr. Badia rejects the recommendation, the NYSITELL is immediately administered to the student. Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language. The form titled Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the LAB-BESIS Coordinator determines the students' NYSITELL scores, the students are placed in a bilingual, ESL, or mainstream program depending on their test results and their Parent Survey and Program Selection Form decisions. That same day, the LAB-BESIS Coordinator will mail the entitlement or non-entitlement parent notification letter to the student's home in the parents' preferred language. These letters are also photo-copied and placed in the student's cumulative folders as well as the LAB-BESIS Coordinator's own filing system.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

At enrollment, parents are verbally informed that they have the right to appeal ELL status within 45 days of enrollment. A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The school must initiate a review of the ELL status determination upon receipt of a written request from a student's parent or guardian, a student's teacher, (if the teacher's request includes written consent from the parent or guardian), or a student of 18 years of age or older. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u) 4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- When a parent comes to Pan-American International High School to enroll a child, the LAB-BESIS coordinator meets with the parent to show them the parent video in their preferred language. The parent is invited to sit at a computer in the school building to watch the video from the DOE website. The parent is given headphones, and after watching the video, the LAB-BESIS coordinator reviews all three instructional models available in NYC (Transitional Bilingual, Dual Language, and Freestanding ENL) with the parent. During the orientation, parents are also provided information about standards, curriculum, and assessments including the Common Core Learning Standards and Pan-American International High School expectations for English language learners. If the parent does not speak English, the LAB-BESIS coordinator has a translator (either an NLA teacher or one of the guidance counselors) to discuss each of the options with the parent. The parent is then asked to fill out the "Parent Survey and Program Selection Form" in their preferred language at the time of enrollment. At our school, we do not offer any other program and parents are advised at the interview.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- If the parent wished to take the form home, the parent would be advised to return the completed and signed form within 5 school calendar days. If all Program Selection forms have not been submitted by the end of semester, individual calls in Spanish are made to families by the Parent Coordinator to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.
- Juan Luque is responsible for sending the entitlement letters . She mails home to parents the entitlement letter once the NYSITELL is scored.
- As Program Selection forms and parent surveys are submitted to Guidance Counselors, Joseph Pena or Shirley Torres, copies are made and originals are filed in students' cumulative folders. Our office staff keeps and maintains the copies in a binder in the main office as well as a check list of all required forms that need to be submitted by parents. The LAB-BESIS coordinator periodically reviews the folder to make sure that it is complete and to review the numbers and trends of selection choices. If all Program Selection forms have not been submitted by the end of semester, individual calls in Spanish are made to families by the Parent Coordinator, Juana Adames, 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.
- In the event that the parent did not return the form within 5 school calendar days, the student would be placed in our ENL program. Efforts to get parents to return the Parent Survey and Program Selection Form would include conferences with students, phone calls, letters in their preferred language and Monthly Parent ENL Nights. However, all Parent Surveys and Program Selection forms are completed on school premises with the LAB-BESIS Coordinator during the initial identification process of the student.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Our school has the LAB-BESIS Coordinator and the Parent Coordinator assist the parents or guardians in completing the Parent Surveys and Program Selection forms at enrollment. If a parent or guardian is unable to complete the form at enrollment, the form is given to the parent to complete at home, and the parent is asked to bring it back that week at an orientation meeting for new parents. If this form is not returned, the parent coordinator who speaks the home language will call the home to remind the parent that it is imperative the form is returned in a timely manner. A new form may be sent home with the student in case the old form has been lost. Outreach will continue each week until the form has been returned to the LAB-BESIS Coordinator.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The LAB-BESIS Coordinators ensure that placement parent notification letters are distributed to each student to inform parents of the status of their child's ELL program eligibility. They use Microsoft Excel and the mail merge function of Microsoft Word to aid in the formatting and mailing of all of the letters in their preferred language not only to the new admits, but to the students receiving continued entitlement as well. The letters are stuffed into an envelope, and mailed out weekly. Copies of the letters are filed into the ELL folders of critical documents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- The LAB-BESIS Coordinators create an ELL folder of critical documents for each new admit. In each folder is a copy of the HLIS, a copy of the entitlement letter or non entitlement letter (depending on English proficiency of the NYSITELL), a copy of the Parent Survey and Program Selection Form, and NYSITELL booklets and scantrons. If the student has a home language of Spanish, the Spanish Lab scantron is also in this folder. These folders are all kept in a secure location in a filing cabinet in the LAB-BESIS Coordinator's office. All of this information is shared with the Pan American International H.S community to make sure that we service the student properly.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- All ELLs, as identified in ATS through the RLAT and RLER (for newly-admitted students), take the NYSESLAT each spring as per NYS regulations. Most of PAIHS students receive ESL services and are thus eligible to take the NYSESLAT exam. A testing schedule is created school-wide for all eligible students to take the exam. Students are administered a component of the exam each day over a three day period. Speaking is administered during the allotted time window by all ESL teachers and students are taken out of their

regular classes for brief increments so that they can complete this portion of the exam. Students who do not require ELL services are not required to take the NYSESLAT exam and are given assignments by their teachers in lieu of testing. Students who are absent for any part of the examination are tested during a series of make-up sessions. These students are also contacted by the Parent Coordinator to make sure that they are tested during the test administration window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The LAB-BESIS Coordinators run various ATS reports at the beginning of each school year to aid in mailing out the continued entitlement letters to the returning students. Title III letters are also mailed out to all parents during the school year. Parents also receive transitional support parent notification letters from the LAB-BESIS Coordinator.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

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

We utilize a hybrid of program models at PAIHS. Students are blocked together into strands that move together throughout the instructional day. These strands are heterogeneously grouped, so students at different levels of English language proficiency are in the same classes together in each class. In addition, students receive from 205 to 220 minutes of ENL stand alone.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All students are carefully programmed to be certain they have the mandated number of ENL and ELA instructional minutes each year through the teachers on their team. As of right now, we have 4 teachers who are ENL certified, 1 per each instructional team. In addition, the content area teachers are trained extensively in language development and ENL methodologies through a variety of mechanisms which are outlined below. All of this helps to assure that beginners receive the mandated 540 ENL minutes per week, intermediates receive the mandated 360 ENL minutes per week and advanced students receive the mandated 180 ENL minutes and ELA minutes per week. Classes are 46 minutes in duration, so a student will meet with his or her English teacher 5 times a

week and his ENL teacher at least 5 times a week, plus the additional ENL time provided by our dual certified ENL and content area teachers. HLA usage/support is included for 25% of the instructional time for all ELLs through 1 period of HLA instruction administered to all students 5 times a week. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. In the International Model all students mixed in heterogeneous group of proficiency levels.

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

All students take Math, Science, Social Studies, Arts, Home Language Arts, and ENL and/or English classes each year. The Internationals Approach is premised on the idea that every content area teacher is responsible for English language instruction and as result all content area teachers are trained in ELL methodologies that are targeted to their respective subject areas. As previously stated, students are programed into teams that travel together throughout the day which facilitates interdisciplinary instruction by teachers of each team, who work together to develop curriculum materials that address the language needs of the students in addition to the content area understanding and skills. The primary language of instruction in content area classes is English, with the exception of Home Language Arts which is conducted in Spanish. Interdisciplinary teams meet weekly to plan instructional units that create cross-content connections and target specific skills that are required under the Common Core Learning Standards, especially within the STEM and Humanities disciplines. Home Language Collaboration is a major instructional focus of the Pan-American International High School. Students work in groups to complete collaborative tasks that develop both language and content knowledge simultaneously. The school makes a significant investment in professional development to make sure all of our teachers in every subject area have the necessary skills and conceptual understanding of language development to deliver the needed instruction that meets students' needs. This professional development is ongoing and sustained from year to year. Most of the teachers are working towards their ENL license and best practices for ELLs.

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

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

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

When students arrive at our school and have been identified as possible ELLs based on the HLIS, they are administered the NYSITELL exam to identify their English proficiency. Furthermore, the NYSESLAT is administered each year to assess students' proficiency in each of the 4 language modalities in English each year. As a Do-it-yourself diagnostic assessment, we also administer the DORA examination in English to assess students reading levels in English. Furthermore, we administer a diagnostic assessment in all the English classes for teachers to assess how English proficiency in all the modalities is at the beginning of the year. Teachers made goals as well as student made goals for each student are then created based on their proficiency in each modality. At PAIHS, we ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. Monthly assessments aligned with the NYSESLAT are given to the students. In addition, students are assessed through a pre and a post assessment in each unit.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

- Heterogeneity and collaboration : schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
- Experiential learning : expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
- Language and content integration : strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- Localized autonomy and responsibility : linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- One learning model for all. Every member of our school community experiences the same learning model,

maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

a. We have found that many SIFE students tend to be under-reported or mislabeled in ATS. As a result, we rely heavily on the informal interview that is conducted during enrollment with Parents to elicit information about students' past educational history and attendance. Moreover, the process to identify SIFE students is by utilizing the Oral Interview Questionnaire as a first tool and then by testing students in their home language. We will be utilizing the LENS for identification and placement. In addition, we also utilize data from the Spanish LAB and DORA to identify students who are significantly behind grade level (more than 2 years) in their home language. In order to provide additional support in the content area classes, home language resources are made available in those classes. Furthermore, Home Language Arts is provided to all students including SIFE students to promote and develop bi-literacy in all our students. Lastly, as an additional intervention we used data from diagnostics and interviews with students to create a PM school SIFE class that targets emergent literacy in both Spanish and English.

b. Newcomer ELLs who have been in US schools for less than 3 years are heterogeneously grouped in ENL and content area classes with peers of varying English Language Proficiency and academic skills. Instruction reflects the International Approach, so instruction is differentiated within heterogeneously grouped classes so that students can help each other increase their English language proficiency. Newcomers may also elect elective classes such as Theater and Chorus, which are geared towards increasing their English language proficiency. Furthermore there are various clubs such as Explorers Club, LULAC, Beginner English club where students develop their English Language Proficiency beyond the academic day. In addition, students receive HLA classes to improve their native language skills. We are creating a strong educational background for this group of students. We offer additional support to the Newcomers with one-on-one tutoring with emphasis in literacy, parental involvement, native language libraries and dictionaries, implementing alternative strategies, and the utilization of technology as an instructional tool to improve academic performance.

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The school ensures that the student's academic progress has not been adversely affected by the re-identification due to the principal's review of the Re-identification Process decision within 6-12 months of the decision. The principal will meet with a qualified staff member, Samantha Chang, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the students may have been adversely affected by the determination, the principal must provide additional support services to the students. He may also reverse the determination within this same 6-12 month period. If the principal's decision is to reverse the ELL status, he must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
ELLs-SWD are placed in heterogeneous classes with ELL peers of varying academic, linguistic and ethnic background. Furthermore, ELLs-SWD receive instruction in the form of SETSS classes or other required classes where our Special Educator, Joseph

Chart Indelicato oversees that students receive the services required as per their IEP's. In these classes, teachers make use of the following instructional strategies and grade level materials to help ELLS-SWD:

- Home language support individualized and targeted curriculum and instruction
- Teacher made materials
- Phonics and leveled texts to help students with emerging literacy skills
- Dialogue journals for low-stakes writing
- Individual whiteboard and dry-erase markers
- Layered curriculum with learning menu that incorporate students choice as to what skills they want to focus on
- Instructional routines
- Goal setting and reflection on individual students' progress.
- Every classroom is set up with a smart board and laptops are provided for technology use.

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
Chart INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	<i>Former ELLs must continue to receive services for an additional two years</i>
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

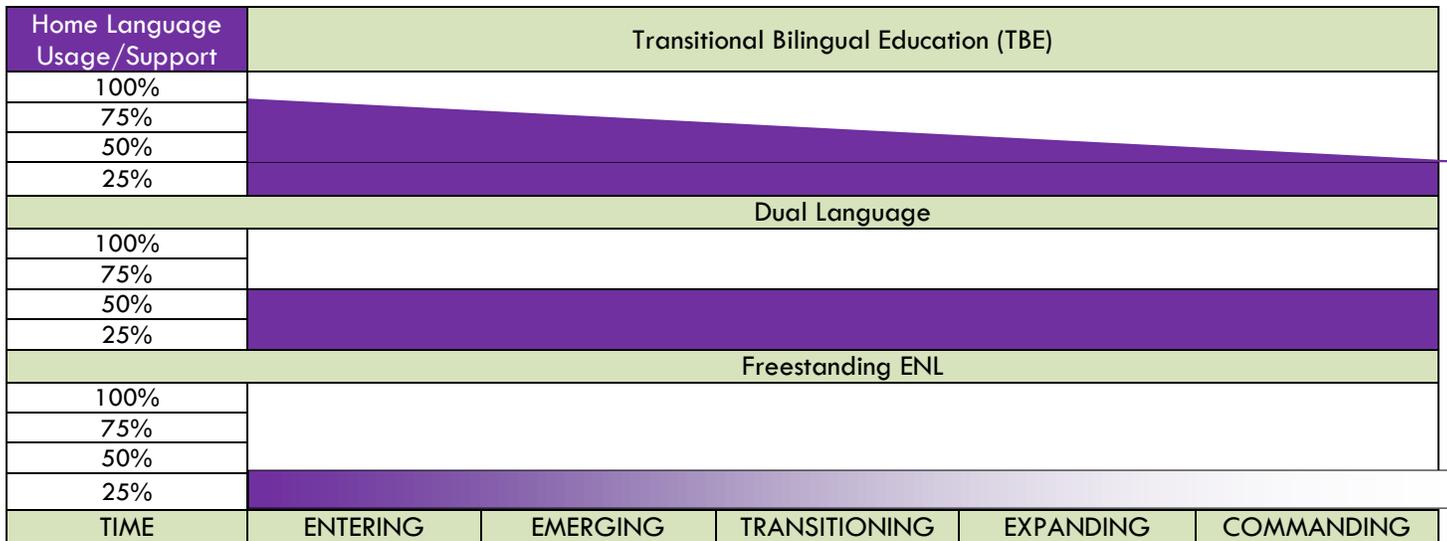


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All of our targeted intervention programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the "Internationals Approach" in all of them:
- Saturday Explorer's Club – Twice monthly, 2-3 faculty members provide a small group of SIFE students with experiential learning opportunities at various NYC sites with cultural, historical or educational significance. Activity guides designed by teachers specifically for each site visit promote literacy, language development, and numeracy. These trips are conducted in English
 - LULAC- League of Latin American Citizens provides enrichment and extension learning opportunities for students to engage in hands-on experiential based learning projects on various subjects of the students' choosing.
 - Regents Prep classes – Older ELLs who have not yet passed the Living Environment, US History or ELA Regents Examinations are offered Regents preparation classes taught in English during after school or Saturday School
 - SIFE Literacy Class- Students who have been identified as SIFE are programmed into a "9th Period" class to receive additional instruction in both English and Spanish to help them increase both their native and English Language Literacy.
 - Queens College/CUNY "College Now" – Approximately 20 of our students also participate in PM program specifically designed for ELLs to provide content and language development support in ELA and Math. Students are identified for these programs by looking at Regents scores and course pass rates.
 - Resource Room- Students who have IEPs that mandate that they receive additional support in the form of a Resource Room receive are scheduled for a period of Resource Room daily to help them with homework, content and skills that will help them in their content area classes
 - Adopt-A-Senior- Each teacher at PAIHS mentors 3 seniors to help them stay on track academically towards graduation. Each teacher meets with their students individually each week.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We believe that we have made appropriate changes in scheduling and programs to reflect the needs of ELLs at PAIHS. After parents and students expressed a strong interest for more instruction in English, we have tried to create a more balanced use of native language (Spanish) and English in classroom instruction through the hiring of new teachers, language of classroom instruction, and expansion of bilingual classroom libraries. Furthermore, we programmed Junior Institute with English electives to help them acquire English faster while they are newer to the country. Lastly, by expanding our PM and Saturday school offering we are providing more opportunities for students to recover credit and/or prepare for Regents beyond the academic school day.
12. What new programs or improvements will be considered for the upcoming school year?
- PAIHS has decided to expand and/or improve some of the pre-existing programs, especially with regards to academic interventions for various populations of students. PM and Saturday school was expanded to focus on the Junior and Senior cohorts, in order to help them increase their academic English and literacy skills so that they will be able to make greater gains in Regents performance. We offer PM school on Tuesdays and Thursdays in Global History, US History, Algebra, and Saturday we offer English and Living Environment Preparation. We also offered for the first time this past summer, English enrichment through Title III grant monies to help rising freshmen and other Beginner ELLs further their Academic English. Another addition to our program offerings has been a PM SIFE class that is programmed as a 9th period for students who have been identified as SIFE through their intake interview, or based on teacher observation and student data. The SIFE class is geared to aid a small group of students build literacy and numeracy skills in their own language so that they will be able to transfer these skills to their academic classes. Lastly, we expanded our Theater program this year to include a musical theater program that combines skills learned in Theater and Chorus electives. The rationale behind expanding our theater program was to help support students in building their oral (speaking and listening) skills in English, especially with regards to pronunciation and diction in English.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Since more than 80 % of our students are ELLs and we have a strong belief in heterogeneity, all school programs - before, during and after-school - are "equal access" and open to everyone in our school. In addition to all in-school classes, programs, and support and intervention services listed previously, we have the following after-school classes:
- Chess Club
 - Art
 - Dance
 - Explorers Club
 - College Now classes on-site
 - After-school homework help
 - Theater
 - Student Congress and Government

- Yearbook
- Beginner English Literacy, English Regents support, Math Numeracy, Math Regents support

All of these clubs take-place after-school and are funded by Title I and Title III funds. The goal is to continue the students' development of their English language skills. While these activities may not all be "academic" in theme, all of them are designed to continue students' language development by incorporating all four English Language components: listening, speaking, reading, and writing.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Our school offers a wide array of instructional materials and technology to help us support our diverse array of students. We utilize bilingual classroom libraries, in addition to a multitude of classroom texts in various levels and visual supports in English. Furthermore, we offer a variety of classroom technology to support our learners both inside and outside the classroom that include:
- Castle learning- online Regents practice
 - Skedula/Pupilpath- grade information system
 - Google Applications- school website, email, documents/drive
 - Classroom technology- laptop carts, computer lab, Smartboards, and ELMO document scanners and cameras
 - Rosetta Stone
 - Aventa – online learning and credit accumulation
 - Apex – online learning and credit accumulation
 - Spanish Libraries
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- All our students participate in our Home Language Arts programs as a complement to our ENL program, where students receive literacy instruction as well as content area instruction to support humanities. Moreover, all of our classes use the native language in the content areas to support learning. As described above, we promote bi-literacy and bilingualism so we encourage students to utilize resources in both languages to help them develop their content knowledge. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Our classroom are equipped with Spanish and English libraries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- When materials are not available for students at both the appropriate age and grade level, teachers create materials that are appropriate for both, which is why we draw from a variety of sources to develop our curriculum. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- Prior to the start of the school year, new students are assigned to heterogeneous team of students. We want that each class has a broad cross-section of students possible, so that students with higher English proficiency and experience in school in the country can help newer students get acclimatized with the school's culture. Furthermore, all students are assigned a counselor that is available to answer any questions and assure that students are adjusting well.
19. What language electives are offered to ELLs?
- For Junior Institute students, we offer Theater and Chorus as language and Arts electives that help students with their language development. Furthermore, we offer SIFE classes after school for students who have been diagnosed as having significant gaps in education and literacy deficits. Lastly, we offer a Dance elective after school that is conducted in English where students learn about different types of world Dance.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development for all staff at Pan-American International High School is geared toward improving ELL academic achievement and language development. Professional Development will be an integral part of the preparation and continuing evaluation and improvement of the program. School Leadership receives periodic updates of DELLS Professional Development trainings relating to ELL students at the high school level. Teachers will attend staff development and planning sessions in order to learn new practices and methods. The teachers will then turn-key to the other teachers in the program. Professional Development will consist of but not be limited to:
 - Training provided on site by the ACHIEVE Program
 - Participating in SIFE/Long-term ELL Grant Demonstration Site Visits
 - Attendance at the:
 - o Annual ELL Math Conference
 - o SIFE/Long term ELL Symposium
 - o ELL Writing 5 Day Institute
 - o Demystifying ELL Data Two Day Workshop
 - o Annual Dual Language Program
 - o NYSAFLT Annual Conference
 - o Annual Citywide LOTE (Language Other than English) Conference
 - o Smartboard Training
 - o BETAC Professional Development Workshops
 - o Office of ELLS Professional Development Workshops
 - o SIOP Conference o RTI Workshops
 - o ELL Literacy Leadership Institute
 - o Teaching Content to ELLs
 - o Achieving Success for ELLs
 - o Spatial-Temporal (ST) Math Training
 - o Instituto Cervantes for teaching literature
 - o The New York State Association for Bilingual Education (NYSABE) Annual Conference
 - o Curriculum Mapping: Strategies for Successful Implementation of ELL Programs
 - o Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension (Grades 9-10)
 - o Research-Based Vocabulary Instruction for English Learners
 - o Data Analysis and AMAO Estimator Tool Training

In addition, we will have the following PD on site:

PROFESSIONAL DEVELOPMENT SCHEDULE 2015 -2016
(EVERY MONDAY FACULTY PROFESSIONAL DEVELOPMENT 2:40 – 4:00)
(EVERY THURSDAY COORDINATORING CABINET MEETING 4:00 – 6:00)

1. Aug 31 Collaborative Curriculum Planning Sessions
(EVERY TUESDAY AND THURSDAY INTERDISCIPLINARY MEETING
PERIOD 4 AND PERIOD 5)

1. Sept 1 Collaborative Curriculum Planning Sessions
2. Sept 2 Collaborative Curriculum Planning Sessions
3. Sept 8 Renewal Director Policy, Faculty Handbook, and Classroom Logistics
4. Sept 21 Procedures, Attendance, and Lesson Plan Template with Feedback
5. Sept 28 INPS Session One: Project-based Unit Analysis

(EVERY TUESDAY AND THURSDAY INTERDISCIPLINARY MEETING
PERIOD 4 AND PERIOD 5)

1. Oct 5 INPS Session One Follow-up (Team Meetings)
2. Oct 19 INPS Session Two: Components of a Rigorous Project
3. Oct 26 SKEDULA Training

(EVERY TUESDAY AND THURSDAY INTERDISCIPLINARY MEETING

PERIOD 4 AND PERIOD 5)

1. Nov 2 INPS Session Two Follow-up (Team Meetings)
2. Nov 9 INPS Session Three: Disciplinary Thinking & Practices
3. Nov 16 INPS Session Three Follow-up (Team Meetings)
4. Nov 23 INPS Session Four: Rigor through Higher-Order Thinking (HOT) Part I
5. Nov 30 INPS Session Four Follow-up (Team Meetings)

(EVERY TUESDAY AND THURSDAY INTERDISCIPLINARY MEETING PERIOD 4 AND PERIOD 5)

1. Dec 7 INPS Session Five: Rigor through Higher-Order Thinking (HOT) Part II
2. Dec 14 INPS Session Five Follow-up (Team Meetings)
3. Dec 21 INPS Session Six: Identifying unit objectives/outcomes

(EVERY TUESDAY AND THURSDAY INTERDISCIPLINARY MEETING PERIOD 4 AND PERIOD 5)

1. Jan 4 INPS Session Six Follow-up (Team Meetings)
2. Jan 11 INPS Session Seven: Micro-level Scaffolding Cycle Part I
3. Jan 25 INPS Session Seven Follow-up (Team Meetings)

(EVERY TUESDAY AND THURSDAY INTERDISCIPLINARY MEETING PERIOD 4 AND PERIOD 5)

1. Feb 1 INPS Session Eight: Micro-level Scaffolding Cycle Part II
2. Feb 22 INPS Session Eight Follow-up (Team Meetings)
3. Feb 29 INPS Session Nine and Ten: Formative Assessment

(EVERY TUESDAY AND THURSDAY INTERDISCIPLINARY MEETING PERIOD 4 AND PERIOD 5)

1. March 7 INPS Session Nine Follow-up (Team Meetings)
2. March 14
3. March 21
4. March 28

(EVERY TUESDAY AND THURSDAY INTERDISCIPLINARY MEETING PERIOD 4 AND PERIOD 5)

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

- Collaborative Team Meetings – groups of subject area teachers engage in collaborative inquiry work throughout the year in order to learn more about specific ENL methodologies and strategies that will enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest. This year, each content area group of teachers is focusing on different aspects of language development, specifically related to writing, and the Common Core Standards. Each group of discipline teachers is engaged in a Common Core Task, use it to diagnose student learning needs, collaboratively plan instructional strategies to meet these needs, and an analysis of the success of this instructional implementation.
- Weekly professional development meetings for all pedagogues, which include the following activities:
 - Analysis of student work in order to improve instruction/design interventions
 - Analysis of student assessments (project-based learning)
 - Social-emotional progress of a teaching team's shared students
 - Peer critiques of teacher-generated curricula
 - Peer observations/Inter-visitations – all pedagogues observe each other teach using a protocol to tune-into instructional foci and goals for the year. The broad focus of these peer observations is on how teachers can most effectively support students' language development in all classes and subjects.
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of

instruction, ENL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. All-day workshops are provided for APs, pedagogues, ELL coordinators, paraprofessionals, therapists, parent coordinators, and counselors.

- International High Schools Inter-visitations – 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/DELLS trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other DELLS offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas. Teachers are attending QTEL Literacy PD series in development academic strategies and SIFE PD.
- CFB 106 Cycles of Support with Content-Area Coaches- Coaches from the CFN Network are conducting instructional support cycles with content area teams to support the development of collaborative tasks in curriculum and developing instructional routines that can be used both vertically and horizontally throughout the school. This is to help us better implement the Internationals' model and promote academic language use in English through creating opportunities for authentic collaboration in the classroom.
- Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? All professional development at our school is focused on building capacity in all teachers to support students' language development in all classes by employing ENL methodologies since most of our students (and all of our newly admitted students) are ELLs. The Professional Development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development (the bare minimum for our teachers), they would be participating in a minimum of forty hours of professional development a year. In addition, our school participates in Professional Development organized by Internationals Network for Public Schools, including inter-visitations, summer and Election Day Professional Development, and a variety of inter-school project-based learning opportunities. This year the focus is supporting ELLs with the Common Core Standards and incorporating collaborative tasks into classroom instruction.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

School districts are required to ensure that a prescribed percentage of Professional Development hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction:

15% total hours ELL-specific PD for All Teachers and 50% total hours ELL-specific PD for Bilingual Education and ENL/ESL teachers.

All PD is documented with Agenda, Attendance and Observations of these strategies being implemented in all content area classes. Since all staff participates in the above-mentioned Professional Development on site throughout the course of the school year, everyone receives many more hours than the minimum requirements.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We have 4 Parental Engagement meetings a year. In which, parents are introduced to the goals of our school program. Parents are also presented with Data that shows them the different language proficiency. We will also have training sessions for parents on pupil path and on technology. We will have a translator on site in case there is the need of one.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Every meeting has its own agenda, sign in sheet and minutes are taken during these meetings. All of these proofs will be kept in a binder at the main office. Parental Outreach records such as telephone call logs and letters will also be included in this binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Since our entire school is targeted for ELLs, all the parents involved are parents of ELLs or former ELLs. Over 50% of our students' families regularly attend Parent Teacher Conferences Night. We also have monthly Parent Association meetings that are coordinated by Juana Adames, our Parent Coordinator. We also have significant engagement with parents and families at the individual student and interdisciplinary team level through our teaching teams as teams meet regularly with parents and guardians of our students. We currently have 3-5 parents who are regular participants in our School's Leadership Team. For all meetings and activities we always have in-house bilingual staff or translators available.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PAIHS partners with several different organizations, all of whom are Spanish Bilingual programs, in order to provide workshops and/or services to ELLs and their families:

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

5. How do you evaluate the needs of the parents?

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

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

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

- parent orientation for parents of new students to PAIHS
- curriculum night
- DACCA and immigration issues
- college preparation
- access to health insurance
- Information for ENL services/classes
- Title I allocation of resources
- access to school information systems such as the School's website, Skedula (PupilPath)
- access to online Castlelearning.com
- We also have Breakfast with Parents monthly to learn how we can better support parents with needs outside school.
- Lastly we have created an "Office for Parents" inside the school, where parents can utilize the space for technology, reading library or other work-related issues.

In the unlikely event but possible event that we need a translator, we will use a staff member to translate.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
George Badia	Principal		10/30/15
Leslie Aquino	Assistant Principal		10/30/15
Juana Adames	Parent Coordinator		10/30/15
Kristin Donnely	ENL/Bilingual Teacher		10/30/15
Zenaida Torres	Parent		10/30/15
Earl Johnson / Social Studies	Teacher/Subject Area		10/30/15
Juan Luque / ENL	Teacher/Subject Area		10/30/15
Boma Jack	Coach		10/30/15
Trevor Stafford	Coach		10/30/15
Joseph Pena	School Counselor		10/30/15
Elaine Lindsey	Superintendent		10/30/15
Lawrence Pendergast	Borough Field Support Center Staff Member <u>Queens</u> <u>North</u>		10/30/15
Joseph Indelicato	Other <u>Related- Service Pro</u>		10/30/15
Shirley Torres	Other <u>Guidance Counselor</u>		10/30/15
Samantha Chang	Other <u>ENL Teacher</u>		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q296

School Name: Pan American International HS
Superintendent: Elaine Lindsay

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data used to assess our school's written translation and oral interpretation needs include data found from a variety of sources. The parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents when students entering the NYC schools for the first time. We also utilize information gathered from Part III of the Home Language Survey (HLIS), ATS reports, Student Emergency Contact cards, Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. The policy of International High School is to provide all parents with written translation and oral interpretations through all means available to us.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish (written and oral communication).

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

New parent handbook-June-September
Parent-teacher conference announcements-Early September, Mid-October, Early March, Mid-April.
New York State Regents testing dates-Early January, Early June.
PTA announcements-Monthly.
Orientation letter to new students-Early July and early August.
March credit letter and summer dates-March
Notification letter for first day of school
Notification letter for new parent orientation-September and February
PTA parent newsletter

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conference-9/30/15, 11/18/15, 11/19/15, 3/9/16, 3/10/16.
Family night-5/13/16.
PTA meetings-Monthly
Early College Meeting-December
Individual meetings with parents of all ENL students-Throughout the year
New Parent Orientation-August and February

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All letters and correspondence with parents are sent out in Spanish to meet the needs of the parents. We send out letters in Spanish.
Pan American International High School utilizes a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have a staff of administrators, teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include among many others: Spanish. Our staff members have been very willing to help out by providing written translations whenever possible. Parent volunteers: have been

very generous with their time in helping to translate shorter documents. For shorter letters or documents, we are often able to obtain help with written translations from former students who were part of our internship initiative.

Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and written translations when necessary. Finally, when a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We will utilize our telephone calling machine to reach out to the parents in Spanish to meet the needs of our parents. This telephone machine allows us to leave messages for parents in their native language regarding important school events, messages, etc.

Pan American International High School utilizes a wide variety of strategies in order to provide oral interpretation services to our parents. In-House: We are fortunate to have a staff of administrators, teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak Spanish among other languages. Our staff members have been very willing to help out by attending parent meetings and conferences in order to translate for parents. We also depend on Parent volunteers who have been very generous with their time in helping to translate for other parents as well.

Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and if they have a staff member who speaks a language we cannot provide we can arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the telephone.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

As per Chancellor's Regulation A-663, Pan American International High School will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services through a variety of methods. All staff will receive the T&I Brochure and a copy of the Language ID Guide as well as instruction in how to reach out to obtain over-the-phone interpretation services as well as how to get a document translated by the Translation Unit during our staff professional development session in September. In addition, the staff T&I Brochure and Language ID Guide will be distributed to all staff via email.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Pan American International High School takes the responsibility of providing each parent with written translation and oral interpretation services extremely seriously. Every effort is made to ensure that parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered receive those services as well as instructions on how to obtain such services.

-When a parent enters the school they are greeted by a parent welcome poster conspicuously posted outside the main office.

-When a parent enters the main office a language ID guide is clearly posted at the security desk as well as in the main office.

-At the new parent orientation meetings in August and February parents are provided with the Parents' Guide to Language Access. Copies of the guide are also distributed to parents at the four parent conferences throughout the school year. In addition, copies of the guide are posted in the main office where translations are made available as needed.

-Notification to our parents is made in a variety of ways. Our parent coordinator provides monthly newsletters in all the covered languages as well as in a variety of primary languages providing notification of their rights. This information is also provided to parents at several points throughout the year. The Parent Coordinator and Guidance Counselors hold an orientation for new parents twice a year in August and in February through the Parent Association which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at all four parent teacher conferences held in September, November, March and in May.

- The information is to be posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the parent's Bill of Rights regarding language assistance services and translation services are available from the Parent Coordinator in the main office, room 325.

- Pan American International High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

- "Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language shall obtain from the Translation and interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section." At Pan American International High School the only language spoken by all the student body is Spanish.

- Pan American International High School will provide information in Spanish concerning the rights of parents to translation and interpretation services and how to access such services on its school website.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from parents on the quality and availability of services the school will assess the answers parents provide in the school survey about whether or not the school is communicating with the parent in their native language. Parents who attend monthly PTA meetings will be asked to provide feedback on how well the school is providing parents with both written and oral translation services. In addition, whenever our parent coordinator communicates with parents she will request feedback on ways to improve communication and availability of translation services.