

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12X388

School Name:

PAN AMERICAN INTERNATIONAL HIGH SCHOOL AT MONROE

Principal:

BRIDGIT CLAIRE BYE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Pan American International High
School at Monroe 12X388

School Name: _____ School Number (DBN): _____
9-12

Grades Served: _____
1300 Boynton Ave, Bronx, NY 10472

School Address: _____
(718) 991-7238 (718) 991-7872

Phone Number: _____ Fax: _____
Bridgit Bye bbye@school.nyc.gov

School Contact Person: _____ Email Address: _____
Bridgit Bye

Principal: _____
David Horowitz

UFT Chapter Leader: _____
Kenia Ramos

Parents' Association President: _____
Hilda Delgado

SLT Chairperson: _____

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Kenia Ramos

Student Representative(s): _____
Wilyendy Mir

Jose Sanchez Diego

District Information

12 Kathy Rehfield-Pelles

District: _____ Superintendent: _____

Superintendent's Office Address: _____
335 Adams Street, Brooklyn NY 11201

Superintendent's Email Address: _____
krehfield@schools.nyc.gov

Phone Number: (718)923-5102 Fax: _____
(718) 923-5145

Borough Field Support Center (BFSC)

Affinity

BFSC: _____ Director: _____
Alexandra Anormaliza

Director's Office Address: _____
131 Livingston Street, Brooklyn NY 11201

Director's Email Address: _____
aanorma@schools.nyc.gov

Phone Number: (718)935-5618 Fax: (718)935-5941

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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 CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bridgit Bye	*Principal or Designee	
David Horowitz	*UFT Chapter Leader or Designee	
Kenia Ramos	*PA/PTA President or Designated Co-President	
Felicita Reyes	DC 37 Representative (staff), if applicable	
Kenia Ramos	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Wilyendy Mir	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jose Sanchez Diego	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ana Mejia	Member/Parent	
Lidia Cueva	Member/Parent	
Cristina Gil	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Thomas Erickson	Member/ Counselor	
Javier Paulino	Member/Parent	
Hilda Delgado	Member/ Elected UFT	
David Bowker	Member/ Elected UFT	
	Member/	

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

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

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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies 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 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 two (2) to five (5) goals and action plans that align with the first five 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or 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've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Pan American International High School at Monroe (PAIHS at Monroe) is a small high school that exclusively serves recently arrived immigrants from Spanish-Speaking countries. PAIHS at Monroe has 426 students in grades 9 to 12, 98% of whom are classified as English language learners, and 100% of whom are Latino. 100% of our students are eligible for free lunch. 44% of our students are over-age and under-credited. (School Quality Guide).

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

- Heterogeneity and collaboration. Our students work in mixed-ability groups, and 9th and 10th grade classes are combined. Students have meaningful opportunities to read, write, speak and hear English across the curriculum.
- Experiential learning. Instructional units, which are thematically and interdisciplinary aligned, are organized around the completion of projects. Project-based learning gives students the opportunity to engage in authentic language tasks and take ownership of their learning.
- Language and content integration. To support the needs of our ELL population, all of our classes teach English as a Second Language (ESL) and content. Units are both vertically aligned by grade level and planned on an interdisciplinary basis.
- Localized autonomy. PAIHS at Monroe teachers work in teams to plan, write, and reflect on curriculum that meets the needs of our student population. Teachers are empowered to make choices to design a curriculum that meets the needs of ELLs, promotes student engagement and academic rigor, and is relevant to the academic and backgrounds of students. In addition, teachers take significant leadership roles and "wear many hats." The leaders of each instructional team and discipline (content area) team meet weekly with other school leaders as the Leadership Team, 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.

In the 2014-2015 school year, PAIHS at Monroe, as a Department of Education Progressive Redesign Opportunity Schools for Excellence (DOE PROSE) school, piloted a new teacher evaluation system. Consistent with our principles of localized autonomy and one learning model for all, 60% of the teacher evaluation was determined through a combination of peer observations, administrative observations, and a final portfolio where teachers reflect on their practice. In addition, our school, along with other schools in the Internationals Network for Public School, has also received a waiver from the State Department of Education as part of a three-year pilot. As part of the Internationals ELL Waiver, students complete graduation portfolios in English, Science, Social Studies, Math, and Native Language Arts (NLA)(Spanish) in lieu of the social studies and science Regents exams,. Students are graded according to a rubric jointly developed with other pilot schools. In the 2014-15 school year, PAIHS at Monroe has offered extensive professional development both in school and outside of school to support teachers in understanding the rubric as well as in mentoring and supporting students so that they can do graduation-worthy work in all content areas.

Because our school serves a high-need population, we provide our students with extensive academic and social support so that they can graduate college-ready within four years. Our school has an after-school program each day for two hours, before-school academic support, a four-hour Saturday program, and an extensive summer program. Even though our enrollment is only 426 students, we typically have approximately 200 students who participate in after-school academic support each day, Monday to Thursday; 130 students who typically attend Saturday school; and Summer school enrollment of approximately 200. We also have a team of highly-trained teachers that teaches the majority of the SIFE students in the 9th and 10th grades during the regular school day, and this provides additional academic support. These high levels of support explain the results that our school has achieved, despite a challenging student population. We have a four-year graduation rate of 76 %, and on our most recent school quality guide we have been exceeding the target both in terms of our credit accumulation and our Regents pass rate. Our projected graduation rate is 80%.

This year, PAIHS at Monroe faces two key challenges: (1) implementing and strengthening graduation portfolios as part of the New York State ELL waiver (2) continuing to improve the interdisciplinary connections within curriculum to further support our students in acquiring the language and context necessary to meet the common core learning standards.

Last year, our school made significant progress creating units designed for ELLs and including in these scaffolding and differentiation. Our focus was on increasing scaffolding and differentiation to better support our learning, as well as on increasing the organized collection and tracking of student data. In order to make these gains, we adopted the QTEL (Quality Teaching for English Learners) framework, developed at Stanford University, on a school-wide basis. We conducted extensive school-based and external Professional Development (PD) to incorporate QTEL strategies into curriculum and lesson planning, including extensive professional development through the Internationals Network for Public Schools and the New York City Writing Project.

12X388 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	435	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	N/A	# Drama
# Foreign Language	23	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	98.7%	% Attendance Rate		87.3%
% Free Lunch	96.5%	% Reduced Lunch		0.3%
% Limited English Proficient	93.3%	% Students with Disabilities		1.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		N/A
% Hispanic or Latino	100.0%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.0%	% Teaching Out of Certification (2013-14)		19.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	51.9%	Mathematics Performance at levels 3 & 4		81.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	93.7%	% of 2nd year students who earned 10+ credits		87.2%
% of 3rd year students who earned 10+ credits	84.0%	4 Year Graduation Rate		76.4%
6 Year Graduation Rate	72.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			

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

Section 5A – 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

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

PAIHS at Monroe has had four graduating classes since its inception. Each year, the graduation rate has been higher than the city rate.

Though our population remains 100% recently-arrived non-English-speaking immigrants, over 25% of our current population is composed of unaccompanied minors, which is a much larger group than in years past. Many of these students are SIFE. Additionally, 37% of our school population is now SIFE, and 18% of our school population is overage, according to automate the schools (ATS).

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

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

These efforts have been effective for our students. The 2013-14 SQR notes that “The school’s Progress Report weighted regents pass rates places it within the upper range of the top quartile for both peer and city ranges in all subjects, testifying to the personalization and movement of students toward high levels of impact on academic behavior.”

The priority needs that will be addressed in our goal towards rigorous instruction are a schedule that allows for interdisciplinary planning time and time for teachers to individually support the needs of Senior Institute (SI) students, as well as open-lines of communication between subject teachers and mentor teachers.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By December of 2015, Senior Institute (SI) teachers will create and implement differentiated graduation worthy portfolios (GWPPs) which will be supported by monthly school wide mentoring over the course of the 2015-2016 school year.

Part 3 – 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) <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?</i></p>
<p>Weekly instructional and discipline team meetings to discuss strategies for designing, implementing, and grading GWPPs. Planning templates have been created and are used to ensure uniformity for quality control and comparison purposes.</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Team leaders and Discipline leaders</p>
<p>Bi-weekly mentoring meetings between mentors (school teachers) and SI students. SI teachers create a differentiated lesson plan for all mentors to follow during these meetings and data is tracked via an online spreadsheet, shared and maintained by the Portfolio Coordinator.</p>	<p>Portfolio Coordinators, All teachers, All SI students</p>	<p>September 2015 to June 2016</p>	<p>Portfolio Coordinator and All teachers</p>
<p>Peer observations and peer review of curriculum during weekly discipline and inter-discipline meetings. Observation and protocol templates have been created</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal and Assistant Principal</p>

and are used during these shares to ensure uniformity for quality control and comparison purposes.			
Professional Developments planned to offer strategies and support for designing GWPPs. Examples of PD sessions offered by the Internationals Network include "Developing a unit aligned to the Social Studies GWPP rubric" and "Backwards planning the Graduation Portfolio Science Project."	All teachers	August 2015 to June 2016	Internationals Network, Portfolio Coordinator, PD coordinator, All teachers
Intervisitations within the Internationals Network designed for teachers to observe, discuss, and plan various aspects of the GWPP process - including (though not limited to) GWPP tasks and curriculum development, implementation of the GWPP in the classroom, rubric norming, etc.	Principals, Portfolio Coordinators, All teachers	August 2015 to June 2016	Internationals Network, Portfolio Coordinator, All teachers
Monthly meetings with Portfolio Coordinators and representatives from various International Schools to discuss creation and implementation of various aspects of the GWPP, including (though not limited to) GWPP tasks, rubrics, scheduling, mentoring, etc.	Portfolio Coordinators, All teachers	August 2015 to June 2016	Internationals Network, Portfolio Coordinator, All teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources utilized to achieve this goal are the Portfolio Coordinator, who will attend meetings regarding the GWPPs, design and implement scheduling and data tracking systems for mentoring and grading of the GWPPs, as well as coordinate with the SI teachers to discuss specific projects and needs; a Professional Development coordinator will need to work with the Portfolio Coordinator to develop and implement PDs geared towards designing GWPPs as well as explaining/norming the mentoring process.											
All SI students will need a laptop in order to access the digital curriculum shared by the teacher and to be able to type up, edit, and receive feedback on the GWPP. Per-session funds must be available, as well, for Leadership meetings after school on Mondays and Wednesdays.											
Teacher and SI student schedules will need to reflect a common bi-weekly mentoring time.											
Part 4b. 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		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. 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.

Our mid-point benchmark will be Monday, February 8th 2016.

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

- Creation of a comprehensive teacher and team schedule which allows for weekly meeting/planning times
- Alignment of schedules for teachers and SI students to include a bi-weekly meeting time for GWPP mentoring
- One peer-observation
- At least 10 instructional team meetings
- Each academic discipline will have least two units that integrate language and content instruction and provide support and scaffolding for ELLs.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Capacity Framework indicates that we must focus on (1) maintaining a welcoming, safe, and orderly environment; (2) maintaining student-centered learning environments so students push and support each other; and (3) supporting the social and emotional growth of all students. In the area of school environment and safety, PAIHS at Monroe continues to maintain an excellent school culture. We also have significant strength in the area of student collaboration as a result of our shared, project-based instructional model based off of the pedagogical model described above. Finally, our school continues to support the social and emotional growth of students through various supports, including a four-year advisory system, a team-based structure that enables teachers, guidance counselors, and administrators to identify and responds to the needs of students, and additional, individual counseling for the significant number of unaccompanied minors who have recently enrolled in our school.

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

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

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

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

Our most recent school quality guide indicates that our students have been very successful on the Regents Exam (the weighted English pass rate is in the 71st percentile of our peer group and the 70th percentile of the city average; the weighted mathematics pass rate is in the 90th percentile of our peer group and the 88th percentile of the city average; the weighted science pass rate is in the 100th percentile of our peer group and the 80th percentile of the city average; the weighted global studies pass rate is in the 100th percentile of our peer group and the 100th percentile of the city average; and the weighted United States History pass rate is in the 96th percentile of our peer group and the 86th percentile of the city average). Nevertheless, we transitioned to a portfolio-based assessment system because this is more supportive of the needs of our students and more consistent with our project-based instructional model and our focus on depth of learning over breadth of content coverage.

In the 2014-15 school year was our school first year of participation in the new Internationals ELL issued by New York State, an State Education Department pilot that began this year. As part of this PAIHS at Monroe took on the the challenge of transitioning to Performance Based Assessment Tasks (PBATs). While our first year was successful, with 86% of seniors presenting graduation portfolios and projected 95% these of students meeting the graduation portfolio requirement, this is still an area of growth for us. Our specific needs involve:

- increasing scaffolding and differentiation with PBAT projects,
- additional PD to better understand and apply the rubric, and
- tracking completion of projects and data to provide more targeted interventions to students who are not making adequate progress.

In the 2014-2015 school year, each teacher worked on a bi-weekly basis to mentor 3-4 graduating seniors on the completion of performance-based assessments and other graduation requirements, and this was a significant support for our students. In the 2015-16 school year, we want to use data to improve our coordination and increase targeted student support.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure that all students are academically supported and challenged, we will create a data-tracking system for all students to assess progress in meeting the graduation requirements, specifically with regards to the GWPP. The system will be created and implemented no later than September 30th, 2015. Data will be maintained and updated a minimum of 5 times throughout the 2015-2016 school year, thus ensuring that teachers, advisers, mentors, guidance counselors, and administration have access to student progress with respect to the performance-based assessments required for graduation under the New York State Internationals ELL Waiver.

Part 3 – 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 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?</p>
<p>Data tracking system: The portfolio committee will create a spreadsheet and share it with all teachers, guidance counselors, and administrators. Subject teachers and mentors will update this throughout the year.</p>	<p>All 12th graders and a targeted group of high-need 11th graders.</p>	<p>September 2015 to June 2016</p>	<p>Portfolio Committee, all teachers.</p>
<p>Mentoring program: Teachers will be matched strategically with students to provide academic and personal support in competing graduation requirements, including the graduation portfolio. This mentoring, which will take place in small groups, will serve as scaffolding and help strengthen the learning environment described in the Capacity Framework.</p>	<p>All 12th graders and a targeted group of high-need 11th graders.</p>	<p>September 2015 to June 2016</p>	<p>All teachers</p>
<p>Professional Developments designed by the Internationals Network to offer strategies and support for designing and implementing GWPPs.</p>	<p>All teachers</p>	<p>August 2014 - June 2015</p>	<p>Internationals Network, Portfolio Coordinator, PD coordinator, All teachers</p>
<p>Professional Development will be designed and implemented by the school data specialist and PD Coordinator to introduce teachers to the data-tracking system and how to access, use, and troubleshoot it.</p>	<p>All teachers</p>	<p>September 2014</p>	<p>Data Specialist, Portfolio Coordinator, All Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>We will need teachers to take leadership roles on a Portfolio/PBAT Committee, including one portfolio coordinator. In addition, we will need to make sure that all teachers attend professional development workshops to better understand and implement the graduation portfolio process. Teachers will attend professional development workshops facilitated in-house and by the Internationals Network for Public Schools. Required schedule adjustments include common planning time for teacher teams to engage in a norming process for the graduation portfolio rubric as well as the creation of twice-monthly mentoring sessions. The school will have to develop a data tracking system for teacher mentors to track the attendance and progress of their students. Per-session funds must be available, as well, for Leadership meetings after school on Mondays and Wednesdays.</p>

Part 4b. 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		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. 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, PAIHS at Monroe should have created, and shared with all teachers a spreadsheet that has key data points aligned to the GWPP rubric, for every SI student. There should be a minimum of two data points for each student aligned to each strand of the GWPP rubric: one data point from Unit 1 (end of October) and one data point from unit 2 (end of December). To ensure that teachers are logging-in, reading, and updating the spreadsheet in a timely manner, the data specialist will aggregate and analyze school wide data after the end of each unit (November and January).

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

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

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

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

In addition, faculty members regularly attend, turnkey, and implement professional development workshops to address specific needs within our school.

The Capacity Framework Element for collaborative teachers focuses on professional development, attention to student data, and the continuous improvement of practice. PAIHS at Monroe’s strengths include a culture among the faculty that supports continuous professional development and a shared commitment to the continuous

improvement of teacher practice. In addition, we have systems in place for tracking student data and using that data to improve instruction. We need to maintain and support this culture, as professional development and improvement of instruction are continuous processes. As a priority need, and to further the improvement of instruction, we would like teachers - particularly within the humanities department - to have the time and support to design curricula that show strong connections and alignment.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year, the humanities department will meet weekly to create five units that demonstrate vertical alignment in the language and skills outcomes, according to the INPS Language Frames developed and distributed by the Internationals Network.

Part 3 – Action Plan

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<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?</p>
<p>Weekly instructional and discipline team meetings to plan and revise curriculum.</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Team leaders and Discipline leaders</p>
<p>Weekly leadership meetings (Discipline Leaders) to discuss progress within the specific disciplines and to disseminate necessary information.</p>	<p>All teachers, Discipline Leaders and Administration</p>	<p>September 2015 to June 2016</p>	<p>Discipline leaders, Principal, and Assistant Principal</p>
<p>Collaboration between Special Education Teacher and Humanities Teachers to scaffold and differentiate curriculum to fit the needs of ALL students.</p>	<p>SIFE and students classified as Special Ed.</p>	<p>September 2015 to June 2016</p>	<p>Special Education Teacher, Humanities Teachers</p>

Professional Development designed and offered by the Internationals Network, focused on planning and developing curriculum and interdisciplinary projects. For example: <i>Oral History, Storytelling, and Theater fo Classes Across Curriculum: The Art of Listening and Interpreting Through Language and Movement</i>	All Teachers	September 2015 to June 2016	Internationals Network, Professional Development Coordinator, All teachers
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources utilized to achieve this goal are the Professional Development Coordinator, who will work with representatives from the Internationals' Network to design and implement PDs geared towards planning project-based curriculum that is vertically aligned and/or has strong interdisciplinary connections; the special education teacher who will collaborate with general education teachers to design curriculum; and school leaders to facilitate planning and feedback sessions.

Teachers will need access to a variety of levelled texts and reading materials in order to scaffold and differentiate to students' needs. A common planning template will need to be designed and distributed so that teachers are more efficient during their planning sessions. Per-session funds must be available, as well, for Leadership meetings after school on Mondays and Wednesdays.

Teacher schedules must include planning time with discipline and interdisciplinary teams.

Part 4b. 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		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. 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, all teacher schedules will reflect common planning time – both with interdisciplinary teams and discipline teams;

All humanities disciplines will have created a scope and sequence using a common template for the 2015-16 school year, showing evidence of vertical alignment and interdisciplinary connections. The creation of this scope and sequence will also be reflected in the discipline team meeting minutes.

At least one humanities member on the interdisciplinary teams will have shared student work, following a work-share protocol, receiving feedback from the interdisciplinary team. This share will be reflected on the protocol instrument, as well as in the interdisciplinary meeting minutes.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

Our school provides all teachers with multiple opportunities to collaborate. At the teacher level, we work in teams that meet weekly within the school day to plan within discipline, on an interdisciplinary basis, and as humanities and science/math teams. Each team has a team leader and with the distributed leadership structure that we have, requires teachers to meet weekly to discuss school needs. This structure provides faculty members bring questions, concerns, and feedback to these teacher leaders, who will —in turn —share it with the Leadership Team.

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

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

This year, we hope to build on our success in this area by supporting the ability of our teachers to be able to plan together, reflect upon, and give feedback on student work and success. A committee of teachers and administrators will work together to create a comprehensive schedule to allow for these valuable meeting times.

Part 2 – 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 responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Principals will work with teachers to design a schedule which allots time for daily collaborative teacher meeting and planning for ALL teachers during the 2015-2016 school year.

Part 3 – Action Plan

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: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Over the summer a Scheduling Committee, composed of teachers and the principal, will meet to make multiple drafts and finalize a tentative schedule that is built around the needs of teacher collaboration time.	Scheduling Committee, All Teachers	July 2015-September 2015	Scheduling Committee
There will be time allotted in the school’s September PD to introduce and let teachers give feedback on the proposed schedule.	All teachers	July 2015-September 2015	Scheduling Committee, Professional Development Coordinator
Minutes of all meetings will be shared with teachers and staff to offer multiple chances for teachers to provide input to the schedule.	All teachers	July 2015-September 2015	Scheduling Committee, Team Leaders
Weekly Leadership Team meetings will be held weekly to provide faculty members with the opportunity to bring questions, concerns, and feedback to these teacher leaders, who will - in turn - share it with administration.	School leaders (team leaders, discipline leaders, and administration)	September 2015-June 2016	Instructional Team leaders, Discipline leaders, Principal, and Assistant Principal
New Teachers will meet once a week, as a group, with the curriculum coach, to discuss the Internationals Model and various research-based strategies, including - though not limited to - PLCs, Language Acquisition through Content, etc.	New Teachers	September 2015 - 2016	Curriculum Coach, Scheduling Committee

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources utilized to achieve this goal are the Scheduling Committee, composed of two teachers and the principal; the Professional Development Coordinator, ; the Curriculum Coach; and Teacher Leaders.

Teachers and staff will need access to their schedules, via technology. Procedures, protocols, and norms must be in place during all staff meetings to ensure efficiency and consistency throughout the school. Per-session funds must be available, as well, for Leadership meetings after school on Mondays and Wednesdays.

Teacher schedules must include planning time with discipline and interdisciplinary teams, as well as a common meeting time every week between the Curriculum Coach and New Teachers.

Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. 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, all teacher schedules will reflect a common planning time with interdisciplinary teams and discipline teams. PD agendas from the beginning of the year will reflect distribution and discussion of teacher schedules. Meeting minutes will reflect time for teachers to address questions and concerns regarding their schedules and common planning times. A binder will be created and maintained by the Scheduling Committee to show adaptations to teachers' 2015 - 2016 school year schedules, based on feedback.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

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

In the 2014-2015 school year, we had 90 unaccompanied minors join our student body. We know that these students have unique socio-emotional needs. To address these needs, we have conferences with the students, the guidance counselor and the students’ families. We work to support these students academically and socio-emotionally. We now have a social worker who works with these students once a week.

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

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

Our strengths according to the Capacity Framework element of strong family and community ties lie in the high level of involvement that parents have in the school community - despite the fact that very few of our parents speak English. We are proud of our regular and consistent communication with parents. Our Parent Coordinator is available to parents both during the school day and on evenings and weekends. Indeed, our 2013-2014 Learning Environment Survey showed that parents were 98% satisfied with our school culture, 100% satisfied with our instructional core and

99% satisfied with our systems for improvement. 94% of parents took this survey. We are also proud of our Saturday ESL program for parents as a vehicle to promote family engagement in the school and the community.

One area of need is to strengthen our PTA meetings. While we have excellent parent involvement, we want to make our monthly PTA meetings more effective. Toward this end, we will increase teacher involvement in the meetings. We will also ensure that each meeting has a specific focus. For example, one meeting might focus on immigration processes and we would invite an immigration lawyer to meet with parents at that meeting. A second meeting might focus on PBATs and include a student presentation so families understand the assignments and pressures their students are working with. Another meeting focus could be on curriculum and teachers could present mini lessons on how each content area is taught at PAHS. We believe this will help continue family involvement in the PTA and help our families better support our students as they strive for graduation.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year, the school will hold at least 4 PTA meetings. These meetings will be attended by a minimum of twenty parents, and two staff representatives. Each meeting will have a different focus developed to educate parents on school policies, community services, and topics of particular interest to our student population. The parent coordinator will facilitate all meetings.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The Parent Coordinator will work with parent and teacher representatives to develop a calendar and topics for the PTA meetings that are meaningful and productive for students and families.	Parents, Students	September 2015 - June 2016	Parent Coordinator
The Parent Coordinator will contact and schedule the necessary school and community representatives to attend particular PTA meetings, based on the specific topics (e.g., The New York Immigration Coalition during a meeting on Immigration policies)	Parents	September 2015 - June 2016	Parent Coordinator

The Parent Coordinator will use a variety of methods to advertise meetings to teachers and families, including newsletters, phone calls home, and fliers distributed to students. All attempts to contact parents will be documented and kept in a binder maintained by the Parent Coordinator.	Parents, Students	September 2015 - June 2016	Parent Coordinator
The Parent Coordinator will give proposed calendar dates to the School Administrative Professional, who will - in turn - coordinate with the AP of the School Campus to create permits and reserve auditorium space for each meeting.	Parents	September 2015 - October 2015	Parent Coordinator, Administrative Professional, AP of School Campus

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Human resources utilized to achieve this goal are the Parent Coordinator, who will schedule and organize all PTA related materials. Teachers and support staff will also be necessary during particular meetings - depending on the topic. Outside organizations will be utilized for specific meetings, as well (e.g., The New York Immigration Coalition). The school Administrative Professional works with the AP of School Campus to create the necessary permits for use of the auditorium on the PTA meeting dates. The School Business Manager orders food for all meeting attendees.</p> <p>The Parent Coordinator will need access to technology to create and distribute the calendars and materials pertaining to specific meeting topics. Food must be ordered and distributed at each meeting. The Administrative Professional and AP of School Campus must collaborate to ensure that an appropriate space is available and reserved for the PTA to meet in.</p>											
Part 4b. 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		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. 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 of 2016, a completed PTA Calendar with all meeting topics planned for the duration of the year will be created and distributed to the Parents. The calendar and parent-signatures (to indicate receiving the calendar) will be located in a binder, maintained by the Parent Coordinator. Also, by February 2016, at least two topic-focused PTA meetings - one in September and one in January - will have been completed. Artifacts from these meetings, including sign-in sheets, agendas, and other handouts will be kept in a binder, maintained by the Parent Coordinator.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

Science	Interim Assessments- specifically lab reports Science literacy Baseline Exams Pre & Post Assessments SIFE Literacy Levels Achievement Outcomes Unit Grades/Progress Reports Student Journals DYOs	Targeted Academic Intervention classes 2X per week Small Group Tutoring 4X per week	Small Group Tutoring One on One	During the School Day After-School Saturday Academy
Social Studies	Baseline Exams Pre & Post Assessments SIFE Numeracy Levels Achievement Outcomes Unit Grades/Progress Reports Student Journals DYOs	Targeted Academic Intervention classes 2X per week Tutoring 4 times a week	Small Group Tutoring One on One	During the School Day After-School Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Patterns in Attendance & Lateness, Referrals from teachers, Emotional Issues, Promotion, At Risk situations	Individual Counseling and parental outreach	One on One	During the School Day After-School Saturday Academy

Section 7: Title I Program Information

Directions:

- 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>At Pan American International High School at Monroe we ensure that we have HQT through our consistent Professional Development Plan. Teachers have an hour and a half of Professional Development built into their schedules. We have elected a Professional Development committee made up of Interdisciplinary teachers who brainstorm, survey, and select professional development topics. Among the topics we have covered are:</p> <ul style="list-style-type: none"> • Classroom management strategies • Working with the Internationals rubric • Common Core Alignment to the curriculum • Data driven instruction • Protocols for the analysis of student work • Formative and Summative Assessments strategies • Rigorous Curriculum Design • Differentiation and Scaffolding <p>Another key component of our Professional Development Plan is allowing the teachers time, within their schedules, to plan both with their interdisciplinary teams and with their own disciplines. This is a trademark of the internationals schools and allows teachers to grow professionally while sharing best practices. It also creates a culture of learning and support for our teaching community.</p> <p>We also participate in Professional Development with the International Network for Public Schools which allow our teachers to develop and share best practices for rigorous instruction for English Language Learners. The International Network for Public Schools has created a crosswalk of their rubric and the Danielson's rubric.</p>

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

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

2b. High Quality and Ongoing Professional Development

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

Teachers, Assistant Principal, Principal and staff participate in an ongoing Professional Development provided by:

the International Network of Public School

- CFN 106
- Office of English Language Learners
- Quality Teaching for English Learners (QTEL)
- Facing History
- New York City Writing Project

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	409,591.00	X	Sections 2, 3, 4, 5, 6, 7, 8
Title II, Part A	Federal	0		
Title III, Part A	Federal	45,652.00	X	Sections 5, 6, 8
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,084,477.00	X	Sections 1, 4, 5, 6, 8

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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 Intl HS @Monroe</u>	DBN: <u>12X388</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>200</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>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</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: _

Rationale and description:

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

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

The title III program will address the following students:

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

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

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

120 students will be served in the after school program and 80 in the Saturday program. Group size will

Part B: Direct Instruction Supplemental Program Information

be maintained from 15 to 20 students per teacher. There are 6 licensed teachers in the After School/Saturday Title III program. (2 ESL teachers, 1 ESL/Math teacher, 2 Science licensed teachers, 1 Bilingual History teacher)

- After School Program

After school Small Group Instruction Program: Targeted enrichment in Social Studies, English, Math, Living Environment and Physics. ESL and content area teachers in Social Studies, English, Math and Biology provide direct instruction to students in all of the ESL sub-groups in small group settings for four hours per week. The targeted students are 9th/10th grade Beginner and Intermediate ESL students. The main focus of this program will be to increase the literacy skills in all of the content areas listed, Social Studies, Math, English and Biology. The program will support students to increase their literacy skills across disciplines by enhancing student reading and writing through support in developing vocabulary and grammar skills as well as providing students the chance to improve their academic reading across disciplines. Finally students will have the opportunity to further develop their listening and speaking skills by practicing presentations. In addition, this class not only includes ELL students who are having difficulties with their class work but also provides assistance for ELL students who are working on their 10th grade portfolio projects which include the Social Studies Research paper, Spanish Literacy Essay, Math Project, Science Project, English Literary Essay, Creative Project as well as their Mastery Statement. The program will place an emphasis on developing all literacy skills which will help to develop students' college readiness. These classes will be taught by certified ESL and Content Area teachers that are knowledgeable of ELL best practices. The classes will meet weekly for 30 sessions from September 15, 2014 through June 19, 2015 for two hours per day. Instructional materials will include, teacher handmade materials, scientific calculators, graphing paper, composition notebooks, dictionaries, construction paper, graphing calculators, World Atlas, SAS Curriculum Pathways, DBQ Projects, Pro Quest, Grolier Data Base programs, manipulatives, Cambridge Young leveled literature, Reading Plus and Reading Horizons.

- Math Enrichment: Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, map skills, and problem solving. Students will use journals and other manipulatives to learn common core mathematical concepts. The students attending this class will be identified based on low scores in the Algebra Regents. Materials for this class include Algebra Common Core by Pearson, Fraction and Decimals Bingo Games, Mathematical Videos in Dropbox, and other teacher created materials according to the needs of the students. The class will be taught by a Bilingual Math Teacher. This class meets on Wednesdays from 3:45 pm to 5:45 pm.

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

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

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

Part B: Direct Instruction Supplemental Program Information

Math.

ESL/English support class will meet on Tuesdays & Thursdays from 3:45 pm to 5:45 pm. During this class students received support in improving reading and writing skills. Students spend time reading and analyzing literature. The teacher provides literacy-focused Regents prep classes to a targeted group of students. In addition, he provides writing instruction and tutorials to a wider range of students. Both classes involve writing and revision activities. This class will be taught by a dual license ESL/ELA teacher. The materials in this class include: Cambridge Leveled Literature Books, Reading Plus and Reading Horizons.

- Saturday Program

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

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

-

Part C: Professional Development

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

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

Begin description here: _

Rationale Program I:

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

Teachers to Receive Training: (Program 1)

Our entire faculty of 30 teachers will receive this training.

Schedule and Duration Program One:

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

Topics to Be Covered Program One:

Portfolio-Based Assessment (PBAT) and Instruction of ELLs

-

Rationale for Program:

As a member of the Internationals Network for Public Schools, our school exclusively works with ELLs

Part C: Professional Development

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

- Teachers to receive training: (Program II)

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

- Schedule and duration Program Two:

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

- Topics to be covered and providers:

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

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

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

November 21, 2014- Ensuring Success for English Language Learners/Emergent Bilinguals on the Common Core Math Regents (provided by Yohanny Santana, bilingual Math certified)

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

Rationale:

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

Part D: Parental Engagement Activities

more English literacy instruction for parents. Increasing the English literacy of parents helps parents directly support their students with their academic needs, including homework and college applications.

Schedule and duration:

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

Topics to be covered:

The curriculum for this course is all ESL and includes

-verb tenses (present, past and future)

-personal pronouns

-direct and indirect object pronouns

-conversational English

-thematic vocabulary (introductions, school vocabulary, food, health care, clothes, weather, etc)

-

Provider:

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

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

Notification:

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

-

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
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](#).

A. School Information

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

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 Bridgit Bye	Assistant Principal Dennis DaSilva
Coach Jessica Kelly	Coach Fatima Morales
ENL (English as a New Language)/Bilingual Teacher Zebo Pirmukhamedova/ENL	School Counselor Samson Pena
Teacher/Subject Area Clelia Nolasco/Spanish	Parent Kenia Ramos
Teacher/Subject Area Mary Pollack/Math&Science	Parent Coordinator Estefania Sosa
Related-Service Provider Gina	Borough Field Support Center Staff Member
Superintendent Kathy Pelles	Other (Name and Title) type here

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	11	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	8	Number of teachers who hold both content area/common branch and TESOL certification	9
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]	5	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
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D. Student Demographics

Total number of students in school (excluding pre-K)	444	Total number of ELLs	439	ELLs as share of total student population (%)	98.873%
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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"/>

A. ELL Programs

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	439	Newcomers (ELLs receiving service 0-3 years)	395	ELL Students with Disabilities	9
SIFE	132	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	0

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		
Newcomer ELLs (0-3 years of service)	Developing ELLs (4-6 years of service)	Long-Term ELLs

							(receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	00
DL	0	0	0	0	0	0	0	0	0	00
ENL	395	124	8	11	8	1	0	0	0	406
Total	395	114	8	11	8	1	00	00	00	406

Number of ELLs who have an alternate placement paraprofessional: 0

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
														00
														00
														00
TOTAL	00													

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																		
																			00	00
																			00	00
																			00	00
TOTAL	00																			

* 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
									00	00

									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

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										136	137	116	19	408
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French														00
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other														00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	439

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)										95	58	34	0	187
Emerging (Low Intermediate)										20	33	31	0	84
Transitioning (High Intermediate)										12	28	19	1	60
Expanding (Advanced)										9	13	26	11	59
Commanding (Proficient)										0	5	6	7	18
Total	00	00	00	00	00	00	00	00	00	136	137	116	19	408

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	11	11

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										1			2	3

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6					00
7					00
8					00
NYSAA					00

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6									00
7									00
8									00
NYSAA									00

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

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	147		120	
Integrated Algebra/CC Algebra		75		56
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science				
Living Environment				
Physics				
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)								
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.
 New admits and SIFE students are given a Lab Spanish assessment to determine their native language literacy, Math Numeracy (teacher-created assessment), as well as Fountas and Pinnell. These assessments are all used to determine student literacy and numeracy abilities. Using the results from these assessments, team leaders work to distribute students evenly across teams. The results are also shared with teachers to help level students in order to plan more effectively for homogeneous and heterogeneous groupings. We also use teacher-created assessments in all classes during all four years to provide us with student's grade level in reading comprehension, writing, speaking and listening skills. The results offer a breakdown of specific areas of strengths and weaknesses, so we can gear our instruction towards helping the student in areas of academic need and tailor extra help specifically to those students. The teacher-made assessments allow us to assess students' decoding skills, vocabulary and comprehension. The results of these assessments are shared with our content area teachers. This information helps inform our school's instructional plan, allowing us to design curriculum to address the specific needs of students. It is particularly helpful for those students in our SIFE class and is a useful tool to share with our content area teachers and after school tutors. In addition, 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.

Through this consistent reinforcement of reading and writing in their classes as well as in our after-school and Saturday programs, students see improvements in their scores over time.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The general trend seems to be that as students move through the grades, their proficiency in English improves and most students move up to the Transitioning and Expanding levels and some reach Commanding level. The distribution of the 2015 NYSESLAT scores shows that in the 9th grade, 69% of our 9th grade ELL's have tested as Entering, while 16% have tested as Emerging (Low Intermediate), 9% have tested as Transitioning (High Intermediate) and 6% have tested as Expanding. In contrast, by Senior year 5% ELLs test as Transitioning, 58% test as Expanding and 36% test as Commanding. With implementation of the new NYSESLAT, we are now able to identify students at two Intermediate levels: Emerging and Transitioning. During 10th and 11th grade there is movement from the Emerging into the Transitioning stage. It seems clear that over the course of their 4 years most of our students improve in their proficiency in English language.

An analysis of our NYSITELL and NYSESLAT results for the school reveals several things:

- a) Our population is heterogeneous in terms of language ability.
- b) Most students identified as Entering and Emerging are situated in the lower grades (9th and 10th) while most students identified as Transitioning, Expanding and Commanding are in the higher grades (11th and 12th).
- c) The majority of students show improvement in at least two of the NYSESLAT language modalities.*
- d) Our NYSITELL data indicates that most of our newly enrolled students test as Entering and Emerging and nearly all score very low in writing and speaking. Once the students move up the grade level they acquire necessary skills to reach the next level of proficiency. After this, the most crucial pattern we see is one of improvement.

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

As mentioned above, the most crucial pattern we see is one of improvement. The vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed by our school. When examining the AMAO 1, which is students making progress we find that our number of students moving from Entering (EN) and Emerging (EM) to Transitioning (TR) and Expanding (EX) increases as their time in our school increases. After examining students' results in the four modalities (listening, speaking, reading and writing), we noticed certain patterns across proficiency levels and grades. It appears that the speaking section offers the most difficulty for our students. Reading skills also tend to be lower on the NYSESLAT. In general, the students seem to have an easier time on the listening and writing section of the exam. The implications for the school's LAP and instruction seem to be that we need to continue focusing on academic speaking and development of reading, writing and listening skills in all classes throughout the content areas. 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 into all content area curricula, which means increased professional development for all teachers into ways of achieving this goal.

A study of the AMAO 2, which shows students achieving proficiency, we find that although our school did not meet the target of 15% last year, we do see an increase of students reaching proficiency in the higher grade levels. As explained above, over 80% of our students test at the Entering (EN) or Emerging (EM) level in their 9th grade year; by 12th grade, over 90% test as either Expanding (EX) or Commanding (CM). This shows an increase in the number of proficient students as students progress over their four years. Our school uses Annual Measurable Objectives (AMO) tools to identify subgroups that need extra support in order to achieve success. As we identify specific subgroups and the areas in which they need support (i.e., male lower third needing support in all subject areas), we inform our instructional teams and a plan for support is devised; this happens in the form of extra support, the use of native language tutors for those students continuing to struggle, peer tutors and meetings with parents to inform them of the support plan.

Our Coordinating Council, made up of representatives from the school, meets to analyze data from our specific support plans in working with students involved in our AMO outreach. The data we analyze charts the progress of these students in their different classes.

Professional development workshops are created and implemented regarding specific techniques and sharing of best practices related to meeting the needs of students in relation to the AMO. These workshops include topics such as "writing across the curriculum" and "preparing students for the ELA in all content areas".

4. For each program, answer the following:
- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a) The patterns across proficiencies and grades is one of growth and improvement. As stated above this bears out in the NYSESLAT but also on other assessments, exams and portfolio assessments across proficiencies and grades. As members of the NYS ELL Waiver for Internationals - which is a network of schools who have been granted a variance which allows for portfolio based assessment in lieu of the NYS Regents exams - we only administer the New York State Algebra Regents exam/Algebra Common Core and the New York State ELA Regents exam/ELA Common Core. The majority of students taking the exams are passing, in both English and home language.

Most of our Advanced ENL students have very little problem passing the ELA English Regents exam. In general, they do well on all sections of the exam. We feel that this is mostly due to our efforts to teach literacy across the curriculum and throughout all disciplines. The implications for the LAP and instruction are that we need to continue to support them in further developing their reading, speaking, writing and listening skills across all disciplines. We need to continue to reinforce our students' cognitive skills while enhancing and building upon and utilizing inquiry based/ problem solving skills. We also need to encourage our students to further explore their potential in hypothesizing, evaluating, inferring, generalizing, and predicting.

Our Beginner and Intermediate ENL students tend to have a much easier time mastering most of the English ELA Regents material. Their biggest problem tends to be in the listening portion of the exam. The multiple choice section also tends to be somewhat difficult for many of our Intermediate students, particularly in interpreting and analyzing what the questions are asking of them as opposed to the content of the particular reading itself. They tend to do well in the Constructed Response portion of the exam. In general the implications for the LAP and instruction are that we need to continue our efforts to focus on developing basic cognitive listening and reading skills across the disciplines in order to further enhance our students reading and language abilities. In addition to continue to work on helping students to increase their vocabulary, and conceptual skills, and higher order thinking skills, we need to encourage students to continue practicing their speaking skills. We also need to focus on reinforcing our student's cognitive skills while enhancing and building upon and utilizing inquiry based/ problem solving skills. We also need to encourage our students to further explore their potential in hypothesizing, evaluating, inferring, generalizing, and predicting. An emphasis needs to be placed on further developing ways to increase student listening and speaking skills both in and out of the classroom.

When examining our graduation portfolio data across grade levels, we can see that the majority of students are not passing in the 9th and 10th grade, but developing and passing in the 11th and 12th grade. The portfolios are written and presented in English, except for the Native Language Literary Essay which is in their home language. There is a 100% pass rate for Portfolios written and presented in English, as well as home language. As for comparing regents exams in English and home language, every student takes the ELA Regents in English only, and the Algebra Regents in Spanish only. Therefore, there is no data for comparison.

b) Pan American International High School at Monroe is currently using the NYS ELL waiver for Internationals rubrics to design and access baseline and benchmark projects that help teachers to inform instruction and monitor students' progress. Baseline and benchmark assessments will be done in all subject areas and in all grade levels this school year. All assessments will be aligned to the NYS ELL waiver for Internationals rubric in each discipline area (literary essay, research paper, mathematical application project and original science experiment).

The indicators used of interim progress and accomplishment are that:

- 9th, 10th, 11th and 12th graders will have a baseline assessment administered in the fall semester.
- Subject area teacher will provide feedback to student on baseline assessment.
- 9th, 10th, 11th and 12th graders will have a benchmark assessment administered at the end of each semester.
- All 11th and 12th graders will work with a mentor teacher throughout the year on portfolio projects.
- 9th and 10th grade interim portfolios will be held throughout the year in various subject areas.
- 12th grade graduation portfolio is the final assessment with the NYS ELL waiver for Internationals rubrics.

c) An analysis of formative assessment scores and ELA Regents performance has shown correlation. The results from our 2014-15 ELA Regents exam reflects the interventions that we have implemented as a result of our Formative Assessments. Our Formative Assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier. Formative assessments include Unit post-assessments, Unit portfolio presentations, DYOs, Midterms, and Mock Regents.

This year, students were transitioning from Regents exams to Common Core. Compared to the Regents, the Common Core has far more to do with language development. As a result, we have concluded that our math instruction for the Common Core exams will need to integrate more language development objectives and skills.

Analysis of this year's data has also shown us that we have a greater number of Unaccompanied Minors and SIFE students taking the Algebra exams than ever before. As a result of these numbers increasing we must adjust our curriculum and instruction to meet the needs of these extremely low performing groups of students. These adjustments include, though are not limited to, developing basic cognitive skills (reading, writing, thinking, speaking, listening) across disciplines, providing multiple entry points and opportunities for students to access the content, as well as tutoring before and after school and on Saturdays.

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](#).]

Paste response to question here: N/A

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

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

- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strength 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 model for all: levers 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.

Therefore, based on this Internationals Approach, students' backgrounds are viewed as assets in the classroom. Foreign transcripts, parent home language survey, NYSESLAT, NYSITELL, ELA, and academic content class grades/teacher feedback are all used to inform us as to the child's academic history and background, assisting us in developing an individual academic support plan for a student.

Important information from Home Language Survey, parent interviews and information on the child's education history are shared with the child's teachers so that teachers take this data into account when developing instruction.

Second language development techniques are "turn-keyed" by the resident, certified ESL teacher on each instructional team.

All teachers on instructional teams design inter-disciplinary units collaboratively, incorporating ENL strategies and developmentally appropriate activities into each activity, unit and assessment. In doing so, all content area teachers are building student language skills.

The principal and Coordinating Council directs instructional based, teacher-led committees such as the "Portfolio Committee" to revise rubrics and design professional development workshops revolving around curriculum that is designed to integrate language and content in order to facilitate language development in our ELL students.

Pan American International High School at Monroe also provides Home Language instruction to our students across grade levels. There are 5 Native Language Spanish Arts teachers, 3 in the Junior Institute (9th and 10th grade), and 2 in the Senior Institute (11th and 12th grade). The Native Language teachers work collaboratively with our other humanities teachers to design curriculum that is aligned both thematically and in terms of content and language acquisition. This alignment allows students to build knowledge and skills in both languages, providing a deeper understanding and stronger foundation for language development.

7. For dual language programs, answer the following:

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

Paste response to questions here: 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:

- Graduation rate
- Course pass rate
- Regents pass rate
- Attendance rate
- Learning Environment Survey-student results
- Learning Environment Survey -parent results
- Learning Environment Survey-teacher results
- Drop out rate
- College class passing rate
- Portfolio passing rate

Pan American International High School at Monroe is part of the New York State ELL waiver for Internationals, which is a network of schools who have been granted a variance which allows for portfolio based assessment in lieu of the New York State Regents Exams. We only administer the Integrated Algebra/Algebra I (Common Core) and Comprehensive English/High School English Language Arts (Common Core) Regents exam, and therefore have only included our ELA Regents scores in this document.

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.

In order to identify English Language Learners (ELLs) in our school, all students admitted to Pan American International High School at Monroe from a junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The Home Language Identification Survey is administered in order to determine the students home language to: all NYC first-time admits, students who have been out of NYS school for 2 or more continuous years and students from a NYS school whom have not obtained previous ENL status. This includes an informal oral interview in English and in the native language of both the student and his/her parent/guardian conducted by a qualified ESL licensed pedagogue or by a teacher trained in cultural competency, language development and the needs of ENL students. Also the licensed pedagogue will be proficient in the home language of student or parent or else we will use a qualified interpreter/translator to ensure that the student or parent/guardian best understands. In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit. Translations services are made available during the entire ELL Identification process. When required the students are administered the NYSITELL within ten days of admission. If the students native language is Spanish they are also administered the Spanish LAB within 10 days of initial enrollment. The cut-off score matrix in the NYSITELL Memo is used to determine the student's ELL entitlement status. The students's NYSITELL/Spanish LAB answer sheets are submitted to the Borough Scanning Center for assessment. The student's home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. A student is considered to have a home language other than English if one question on Part I of the HLIS: questions 1-4 and two questions on Part 1 of the HLIS questions 5-8 and the interview with parent and student indicate that the a language other than English. The completed HLIS forms will be placed in the student's cumulative file and become part of the student's permanent record.

Newly identified ELLs will be placed into an ELL program based on parent's choice within 10 days of school enrollment. For students entering with an IEP the school has 20 days to place the child into the ELL program chosen by the parent.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS, NYSITELL and the Spanish LAB are:

- For the administration of the HLIS: Bridgit Bye, school principal works in conjunction with ESL licensed pedagogue Clelia Nolasco and Fatima , licensed Guidance Counselor.
- The administration of the formal initial assessment in literacy, math, English (NYSITELL) is conducted by Zebo Pirmukhamedova.

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).

Based upon information collected from students and parents during the enrollment process, including the NYSITELL and Spanish LAB, as well as observation and assessment during the first week of school, all new students suspected of being SIFE are given a SIFE questionnaire and provide a writing sample at some point within the first 30 days of enrollment. The questionnaire and writing sample are administered by bilingual licensed pedagogues, Niulin Beltre and Clelia Nolasco. After administering the questionnaire the SIFE leadership team reviews all SIFE questionnaires and writing samples to determine which students should meet with a member of the SIFE team to be further evaluated. In addition to the writing samples and SIFE questionnaires, teachers are asked to observe all new students during the first weeks of school and than make recommendations to the SIFE Committee of any students whom they feel should be further evaluated. The SIFE Committee consists of Niulin Beltre, Clelia Nolasco, and Yohanny Santana, all bilingual licensed pedagogues, Zebo Pirmukhamedova, Testing Coordinator and ESL licensed pedagogue, Gina Dziuba, a Special Education licensed pedagogue, and Principal Bridgit Bye. Once the SIFE determination has been made by the SIFE Committee the Zebo Pirmukhamedova, will make sure that the initial SIFE status is indicated on the BNDC screen no later than 30 days from the initial enrollment. The SIFE Committee will meet monthly to discuss if the status of the initial SIFE status of new students needs to be modified for up to one year of the students enrollment. If the status of any student needs to be modified within one year of enrollment Zebo Pirmukhamedova will make the modification on the BNDC screen in ATS. In addition if a student receives a score of intermediate/transitions or higher on the NYSESLAT the SIFE status will be removed. After the initial SIFE status determination, those students who were identified as SIFE will be administered the LENS diagnostics to measure the home language (SPANISH) skills and abilities in reading, vocabulary and math. These results are then shared with the SIFE Committee to further develop strategies necessary to target each student's individual needs and growth.

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).

When a new student enters our school with an IEP our Language Proficiency Team (LPT) becomes involved with the identification of the student as an ELL to determine if the student is eligible to take the NYSITELL. The LPT team consists of our Principal, Bridgit Bye; Zebo Pirmukhamediova, Testing Coordinator and a certified ESL pedagogue; Gina Dziuba, a certified Special Education teacher; Samson Pena and Thomas Erickson, both licensed Bilingual Guidance Counselors; and Niulin Beltre, bilingual licensed pedagogue, The LPT looks at a series of factors which indicate the student's English language development based on the HLIS interview, the results of an individual student evaluation in the students preferred language as described in CR Part 200.4(b)(6), information provided by the Committee on Special Education as to whether the students disability is the main factor determining whether the student can be proficient in English as well as looking at the history of the student's language use in school and at home.

After gathering evidence our LPT team will meet to determine if the student may have second language acquisition needs and therefore must take the NYSITELL or whether the student's disability is actually the main determining factor affecting the student's ability to become proficient in English and that the student should not take the NYSITELL. If the LPT team reaches the decision that the student should not take the NYSITELL because the student does not have English language acquisition then the LPT team sends their recommendation to the principal. After looking over the evidence the principal will either accept or reject the LPT team's recommendation. If the principal rejects the LPT decision then the NYSITELL will be given to the student. However, if the principal agrees with the LPT and after reviewing the evidence feels that the student should not take the NYSITELL than that recommendation is sent to the superintendent for a final decision.

Once the superintendent sends back a final decision we have three days in which to notify the parent of that decision in their preferred language. If the superintendent decides that the student must take the NYSITELL, we have 5 school calendar days to administer the NYSITELL. Finally the 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.

Once the NYSITELL has been administered to a student the testing coordinator, Zebo Pirmukhamedova, an ESL licensed pedagogue has the answer documents scanned into ATS via the attendance scanner within 10 school days of the students enrollment. She immediately notifies the Principal, Bridgit Bye, of the results. The Testing Coordinator then enters the information into the ELPC screen on ATS. Then within five school days after the NYSITELL is scanned and the score is determined she sends out a letter informing the parents of the results of the NYSITELL and the ELL status of their student using one of the NYCDOE standard parent notification entitlement or non-entitlement letters. She then organizes the copies of the dated and signed Entitlement or Non-entitlement letters into the students' cumulative folder as well as a binder containing all copies for every student enrolled in the school.

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).

Parents of incoming students will be informed that they have the right to appeal their students ELL status within 45 days of enrollment during the initial intake session and by letter and phone call after the student's ELL status is determined. The parent coordinator, Estefania Sosa will follow up with a phone call to the home of all students taking the NYSITELL within 10 days of the initial entitlement and non-entitlement letter informing parents of that they have the right to appeal their students ELL status within 45 days of enrollment. Letters are sent out in parents' preferred language: Spanish. The parent Coordinator is also fluent in Spanish so any phone correspondence can take place in the preferred language as well. The data pulled from ATS indicates that 100% of our parents' preferred language is Spanish. The copies of the letters are filed and are kept in the students' cumulative folders as well as in a separate binder in the central file.

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.

We have many structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding (ENL). A licensed pedagogue with the assistance of the Parent Coordinator is responsible for taking the following steps:

- Within 10 days of admission all parents are invited to attend any of a series of orientation meetings to view the video describing the parent's three program options available to all NYC students: 1) Transitional Bilingual Education Program; 2) Dual Language Program and 3) Freestanding ENL Program. Invitation letters are sent out to the parents of students who are entitled to ELL services. These letters are always sent out in the parents' preferred language. The school attempts to schedule parent orientation sessions at times convenient for the parents in order to maximize attendance. Parents are asked to sign and date a copy of the parent orientation meeting agenda and a copy of the agenda and attendance sheets for the parent orientation meeting are kept on file. The parent orientation meeting is facilitated by a certified pedagogue, Clelia Nolasco. The licensed pedagogues who explain the three programs to our students are: Clelia Nolasco (bilingual certification and speaks Spanish), Zebo Pirmukhamedova (certified in ESL), and Principal Bridgit Bye (certified in Social Studies and speaks Spanish). During this meeting parents are provided with data indicating the strengths of each of the three program models based on research and they are afforded the opportunity to ask questions about each of the options. An administrator attends the meetings.
- Parents of new admits are shown the video, in their preferred language (if available), at the time of enrollment. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information describing the three program choices is sent home with students.
- Parents are given parent brochures in their preferred languages.
- The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL and ENL).

Timeline: The majority of our students enroll at the beginning of a semester and we provide the information to parents throughout September during the fall semester and February during the spring semester; however, a number of our students enroll throughout the school year and those families are shown the video at the time they enroll their child. For students who enter at another point during the year, efforts are made to ensure that parents are provided information on all three program choices and have an opportunity to watch the DVD shown in their language within ten days, this usually occurs at the time of the interview of both parent and student and they are provided with data indicating the strengths of the three models. A staff member who speaks the family's native language is available to answer questions. At the end of the orientation parents are informed which programs we offer. .

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.

When parents meet for their orientation and initial intake interview and have been informed of all three program models the parents are given the Program Survey and Program Selection to complete in their preferred home language to enable parents to indicate their program choice. Although parents are informed that they must complete and sign the form within five school calendar days, we

have the parents complete the Parent Survey and Program Selection form in a timely manner by having the parents complete the form at the time of their initial intake meeting. Once parents have submitted their Parent Surveys and Program Selection forms, the forms are given to the Testing Coordinator (ESL licensed pedagogue), Zebo Pirmukhamedova, who enters the parent first program choice in the designated ELPC screen on ATS. She then makes copies of these forms and places these copies into the students' cumulative folder as well as a binder containing all copies for every student enrolled in the school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If for any reason the parents have not returned and signed the completed Parent Survey and Program Selection forms within the five calendar school days their child is placed in our ENL program. The school then follows up with phone calls and if contact cannot be made by phone, letters are sent home in order to obtain the signed forms from the parent. Letters are sent out in parents' preferred language (Spanish). The Parent Coordinator is fluent in Spanish so all correspondence is done in their preferred language as well. The data pulled from ATS indicates that 100% of our parents' preferred language is Spanish. All phone calls made and letters sent to the parent in an attempt to receive the signed forms are then documented and maintained in a central file by Testing Coordinator, Zebo Pirmukhamedova.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams a list is prepared by the Testing Coordinator, Zebo Pirmukhamedova, which states all ENL students who should be exited from ELL status. No later than the third week of September of the new school year in which the student is no longer entitled - the school sends Continued-Entitlement/Non-Entitlement/Transition letters in parents' preferred language (Spanish) to the parents of the students who are continuing the ENL program or have exited ELL status and therefore are considered to be Former ELLs and are going to continue to receive the services for up to 2 years. The Testing Coordinator distributes the letters to all students, the Parent Coordinators makes phone calls to all parents notifying them that the letters were sent home. During annual Parent-Teacher conference in September the parents are notified about the letters being sent home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Each student's Parent Survey and Program Selection forms are kept in the students permanent cumulative record file located in the central office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder located in the central office. In addition, copies of the Parent Survey, Program Selection forms, non-entitlement and entitlement letters (for each newly identified ENL student are kept in a central file in the guidance office as well as the Testing Coordinator's office.
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 ELL's, as identified on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams a list is prepared by the Testing Coordinator, Zebo Pirmukhamedova, which identifies all ELLs who should continue with their ELL status. Then, over the summer - but no later than the third week of September of the new school year in which the student continues to be entitled - the school sends out the Continued-Entitlement/ Non-Entitlement letters to the parents of the students who will continue in the ENL program. The Testing Coordinator sends out the letters in the parents' preferred language Spanish. The Parent Coordinator follows up with phone calls to parents. Copies of the letters are filed in the students' cumulative folders as well as in a binder in the central file and the testing coordinator's office.
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).

Our school uses the language development model, the Internationals Approach, which is classified as a Free-Standing ENL instructional program by the DOE. Our parents have requested Free-Standing ENL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters gathered over the past 5 years the trend clearly shows that 100% of our parents have clearly chosen the ENL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend and is aligned with parent requests. We clearly explain the various options available to parents and a Spanish speaking staff member is always present to ensure that the parent understands the options. The HLIS and selection form data clearly shows a trend in parent choice for the ENL model. According to the HLIS and selection form data 100% of our parents choose the ENL model.

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.
 - Instruction at our school is delivered collaboratively by teams of five to six teachers who work to plan instruction for groups of approximately 85 students.
 - Our school uses all of the above program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed, while the 11th and 12th grades are separate. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.
 - Integrated and Standalone ENL are implemented: Beginning/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 270 minutes of ENL standalone, and 315 minutes of integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 225 minutes of standalone ENL, 270 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELLs will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area. Students also receive 225 minutes of ENL in the 11th grade math class every week.
 - 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)?
As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or

integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELLs will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area.

We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes through discrete ESL classes as well as many classes taught by dual certified ESL/content area teachers. (i.e.: teachers who have dual certification in both ESL and a content area such as ESL/English, ESL/Social Studies and ESL/Biology certification.) Each instructional team includes at least one teacher who is licensed in ESL; in addition, all of our content area teachers are trained in language development and ESL methodologies. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

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.
At Pan American International High School at Monroe our ESL teachers as well as all of our content area teachers provide content area support for ELLs through all content area classes. All students take math, science, social studies, and ESL and/or English every year. Teachers use **translanguaging** strategies during instruction, combining English and Native Language, to provide a deeper understanding of both. The language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native language to explore content and the locus of control for language is student-driven by the content and the students’ needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher generated activities. The educational principles of Pan American International High School at Monroe include an approach to curriculum that is student centered, inquiry driven and project based revolving around themes and essential questions that provide a balance between content and English language skill building. Small heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.
In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts as well as bilingual paraprofessionals to assist in the classroom.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All newly admitted students are administered Spanish LAB to evaluate their home language abilities. The scores are used to help determine if a student should be tested for SIFE as well as to help distribute students evenly, by ability, across the three different junior institute interdisciplinary teams. The Testing Coordinator also shares the Spanish Lab scores with the Team Leaders who then discuss with their individual teams to ensure that curriculum and strategies are in place to support the needs of all individual students on the team. Additionally, every year the students take the Spanish Reading Test which tests the students comprehension in their home language. Native language Spanish arts teachers use the data from these tests to group students, design and implement instruction, and track their progress.
At Pan American International High School at Monroe all students take a Native Language Spanish Arts course which is aligned to their English and Social Studies every year. Regular assessments - both formative and summative - are given in this Native Language course. The results from these assessments are shared within student interdisciplinary teams and discussed to help improve curriculum and instruction across the team which meets the needs of ALL students.
As part of the NYS ELL waiver for Internationals, our students also write and present a Native Language Literary essay as part of their graduation portfolio requirement. Interim portfolio assessments are given to our students every year to help students and teachers assess their needs and progress with regards to passing this graduation portfolio.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
At Pan American International High School at Monroe our ENL program is taught through multiple content area courses. All of our class periods are 45 minutes in length and meet between 5 to 6 times a week. Therefore, our programs exceeds the 540 minutes per week of ENL instruction required for Beginner/Entering students; the 360 minutes per week required for Low Intermediate/Emerging students; the 180 minutes per week required for Intermediate/Transitioning students; the 180 minutes

per week required for Advanced/Expanding students and the 90 minutes per week required for Proficient/Commanding students. All of our classes are content area ENL and differentiated ENL instruction.

- English Language Learners require the ability to understand, speak, read and write English with near-native fluency to realize their full potential within an English-speaking society.
- In an increasingly interdependent world, fluency in a language other than English must not be viewed as a handicap, but rather as a resource for the student, the school and the society.
- Language skills are most effectively learned in context and embedded in a content area.
- The most successful educational programs are those which emphasize high expectations coupled with effective support systems.
- Attempts to homogeneously group students in an effort to make instruction more manageable preclude the way in which individuals learn best, that is, from each other.
- The carefully planned use of multiple learning contexts in addition to the classroom (e.g., learning centers, career internship sites, field trips), facilitates language acquisition and content area mastery.
- Career education is a significant motivational factor for adolescent learners.
- The most effective instruction takes place when teachers actively participate in the school decision making process, including instructional program design curriculum development and materials selection.

Key to the Internationals' model is ensuring that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, reading, writing, speaking and listening. The vision of The International High School is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college, and beyond. We are committed to the following educational principles as written in our school's mission statement and exemplified by our practice. Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all ten International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender or membership in an ELL subgroup. Students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Layered Curriculum-students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and "intelligences."
- Leveled Reading Materials-students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- Jigsaw Readings-readings covering a class topic are divided among students so that all are reading text at their level; students must then "jigsaw" and meet with students who have read different text and share their knowledge orally, then collectively answer questions about the material presented through all of the texts.
- Collaborative Group Work on Projects-students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

All of the students at Pan American International High School at Monroe are divided into two groupings: the Junior Institute - consisting of 9th and 10th grade mixed classes - and the Senior Institute - consisting of 11th and 12th grade classes which are separated. The school is organized into five interdisciplinary teams of approximately 85 students. There are three Junior Institute interdisciplinary teams (9th and 10th grades mixed classes) and two Senior Institute interdisciplinary teams (one 11th grade and one 12th grade). The interdisciplinary curriculum in all teams is structured to provide for a balance of exposure to humanities and mathematics/science. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction. All classes in each institute are heterogeneous, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age.

All of our ELL students are assessed using formal Performance Based Assessment Tasks (PBATs) portfolio assessments as well as informal class projects which assess the four modalities of reading, writing, speaking and listening. ELL students continue to be assessed throughout their four years by portfolio projects (PBATs) which are required in all classes and Core subject areas. The rubric used to evaluate these projects and the performance tasks that are created and administered assess all students in the four modalities of reading, writing, speaking and listening. In addition, all students take the ELA exam in their 11th or 12th grade on three of the modalities.

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

a) Instructional plan for SIFE Students:

All students who are identified as SIFE students (Students with Interrupted/Inconsistent Formal Education) are immediately placed in our SIFE Team within the Junior Institute where they receive additional support in English and native language literacy until a level of proficiency is achieved as determined by the SIFE Leadership team along with the student's individual teachers and guidance counselors. The common denominator among these students is a weakness or inability to read or write in their native language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, educational history and student work, student parent interviews and teacher referrals. Once students are identified to enter the SIFE Team, our challenge is to find ways to teach students to read and write in English and their native language as well as to acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well.

In order to service students who are struggling, each team has provided extra services, including mentoring, small group instruction, targeted pull-out instruction and after school tutoring. School-wide, a Saturday Academy has been established, and changes in student programs (such as an extra language arts period and math in Junior Institute) have been made. With the money from the SIFE grant, an accelerated literacy program (called Alphabetters) and a numeracy support program were implemented school-wide and met with enthusiasm by staff, students and parents.

Our SIFE model has four important features:

- Scaffolding students' work in regular heterogeneous classes for most of the school day by developing collaboration between the SIFE Team and content area teachers to generalize and practice newly learned skills and strategies across a variety of settings. A team teaching approach would be used in which the SIFE Team teachers plan with the content area teachers, work with SIFE students in the classroom daily to implement strategies, and also meet during team and department meetings with the content area teachers to discuss students' work and review lessons and activities.
- All SIFE students are expected to attend extra before and after school program sessions and are also enrolled in our weekly Alphabetters program, which serves to enhance their literacy skills through peer mentoring.
- Our SIFE Leadership Team has attended various professional development sessions and workshops, via the Internationals Network for Public Schools and in collaboration with WestEd, in which our SIFE Team works with other schools' SIFE teachers to develop and share best practices.
- Our SIFE Leadership team has also hosted a series of Open Houses over the past four years for SIFE Teachers from throughout the city in order to share best practices among educators of SIFE as well as all ELL students.

b) Instructional Plan for Newcomer ELL Students:

Newcomers to the school, along with their parents, meet initially with a guidance counselor who assesses their needs and academic development during intake. All new students and their parents receive an orientation developed by the guidance staff along with the parent coordinator. All students new to the United States and to NYC are given the NYSITELL exam which assesses the students English language abilities. We also administer the Spanish LAB to all newly admitted students. For students transferring in from NYC schools test results are reviewed and students are then matched with teams of teachers who it is felt would best meet the needs of the specific student. Students are placed in appropriate classes according to their specific needs. The teachers meet in teams to discuss the specific needs of all new students. A plan is formulated to best meet the needs of each particular student.

c) Instructional Plan for Developing ELLs:

The plan for developing ELLs receiving service for 4-6 years consists of ongoing support and mentoring. ELLs with 4-6 years of service are placed in appropriate classes to best meet their needs for continuing English language development. Their teachers meet regularly in teams to discuss the needs of each specific students. A plan is formulated and updated regularly to meet the needs of each student. ELLs who are receiving service for 4-6 years receive a full program and receive all the same support structures as the rest of our ELL populations. Struggling ELLs who are receiving 4-6 years of service are encouraged and often mandated to avail themselves of all the extra support opportunities provided to all the students at large. This help takes the form of one-on-one mentoring, small group instruction, after school homework help, Saturday Academy as well as a variety of other activities. ELLs with 4-6 years of service are encouraged to try to take some college classes to help them to begin the transition towards college life. These ELLs meet regularly with their guidance counselor and teachers on their team to receive support and feedback to help assess in their language development.

d) Instructional Plan for Long Term ELLs:

The plan for long term ELLs consists of ongoing support and mentoring. Long term ELLs continue with a full program whether they are with us 5 or 6 years and retain all of the same support structures in place for the entire student population. Struggling long term ELLs are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-on-one mentoring, small group instruction, after school homework help, writing center as well as a variety of other activities. Whenever possible long term ELLs are encouraged to begin taking college classes to help them to begin the transition towards college life. International High School long term ELLs regularly begin taking remedial college classes.

e) Former ELLs up to two years after exiting ELL status

The plan for former ELLs includes extension of ELL services for up to two years. This means that students will continue to receive integrated ENL/ESL instruction in the core classes to continue their language development. Students will also continue to receive the appropriate testing accommodations such as extended time, simultaneous use of English and alternative language editions of exams, use of bilingual dictionaries, and writing their responses in their native languages (except for English exams).

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.

In order for the school to ensure that the student's academic progress has not been adversely affected by the re-identification appeal the following actions will be taken: The principal, Bridgit Bye will review the Re-Identification Process decision between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and student. The principal will meet with a qualified staff member from the student's instructional team as well as the parent/guardian and the student. Based on these discussions and consultations if the principal feels that the student may have been adversely affected by the determination, than the principal will make sure that the school provides the student with any necessary additional support. The principal may also reverse the determination within the 6-12 month period if she feels that the student was adversely affected by the determination. If the principal decides to reverse the ELL status of a student than she will consult with the superintendent. The parent/guardian, and/or student must be sent notification of the final decision in writing 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?

The guidance counselor, Assistant Principal and Special Education teacher review all IEPs for ELL-SWDs to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of teachers meet with the Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. The team along with the guidance counselor, Assistant Principal and Special Education teacher ensure that all of the mandates in the IEP are carried out. If additional support is needed the student is provided with additional support services as per the IEP.

The ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEPs) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP. Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEPs include: Teachers, guidance counselors and Special Education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge is to find ways to teach the student the skills they require while also teaching the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as described in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment students are mainstreamed into the regular

academic class and each team provides extra services: including one-on-one work with a paraprofessional, small group instruction and after school tutoring. School-wide, a Saturday Academy has been established, and changes in student programs are made to allow the student time to meet with the necessary special service provider depending on the students specific needs.

Other strategies include scaffolding students' work in the regular heterogeneous classes for most of the school day by developing collaboration between the Special Education teacher or service provider and the content area teachers. A team teaching approach would be used in which the Special Education teacher plans with the content area teachers to map out strategies an best practices and to access the students strengths and area which still need improvement. If necessary, ELL-SWD students are expected to attend extra after school tutoring sessions and are also enrolled in Saturday Academy, and our weekly Alphabetters program which serves to enhance their literacy skills through peer mentoring.

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?

The Pan American International High School at Monroe uses a variety of curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs to attain their IEP goals within the least restrictive environment. Once students are identified as ELL-SWDs, we make arrangements that will allow the student access to the curriculum in the least restrictive environment according to their IEP mandates. The special education liaison participates in a team meeting with guidance counselors and administration to determine how to best support the student in the least restrictive environment. UDL (Universal Design for Learning) is provided to all students at the general education level in a small group instructional environment. The special education teacher is scheduled to provide ICT (Integrated Co-Teaching) and SETSS (Special Education Teacher Support Services) for students that require the services on their IEPs. Depending on the individual needs of a student, the special education teacher will either use a push-in or pull-out model for ELL-SWDs that participate in the general education curriculum. Additional academic support is provided after school and on Saturday mornings. Teacher schedules have been adapted to ensure time for various teams, e.g. SIT (School Implementation Team), to meet and accomplish tasks that pertain to meeting the needs of students with disabilities. In addition, the special education teacher meets with all general education teachers, including ESL teachers, to create accessible curriculum for all ELL-SWDs. Our plan ensures that ELL-SWDs have access to the general education curriculum and make adequate progress while their IEP programs and services are in place.

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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)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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/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	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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.

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

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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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> 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 Dually 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.

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*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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

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:

- **Alphabettors:** specially addresses instruction in second language acquisition to improve literacy performance through new vocabulary learning, pronunciation, read-out loud, oral practice through conversation and discussion, and sentence structure, facilitated by peer mentors. This class will target Entering and Emerging level students to help them improve both their English and Spanish literacy.
- **Numeracy:** specially addresses instruction in math numeracy as well as in second language acquisition to improve math literacy performance through classroom discussion of mathematical concepts and word problems, vocabulary learning, pronunciation and oral practice through conversation and discussion. This class will target Entering and Emerging level students to help them improve on the Integrated Algebra/Algebra I (Common Core) Regents, as well as increase their English and Spanish Literacy.
- **Before/After School Tutoring:** content area teachers in Social Studies, the students native language, English, Math and Science. Content area teachers in Social Studies, English, Math and Science provide support to students in all sub-groups in small group settings for one to two hours per week. Although all students may avail themselves of Before/After School tutoring the main ELL sub-groups which are targeted are the SIFE students, Newcomers and ELL-SWD students. This not only includes students who are having difficulties with their class work but also provides assistance for students who are working on their Senior graduation portfolio projects which include their Social Studies research paper, Spanish project, Math project, Science project, English literary essay, and Art project, as well as their Mastery Statement. These classes are taught by licensed pedagogues in the content area. Native language support is provided to students in all of the above mentioned intervention programs through the use of bilingual pedagogues, guidance counselors and peer mentors who share a common native language (Spanish). In addition, bilingual dictionaries and multi-lingual computer software are utilized.
- **Saturday Academy:** classes will meet beginning in September, through mid June, from 8:30 a.m. to 12:30 P.M. Literacy and numeracy classes will be targeted to Entering and Emerging level students only; Transitioning and Expanding level students will be given targeted instruction in content-area classes. Certified ESL teachers along with content area teachers will 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, and journal writing. These strategies will help students achieve higher scores on the NYSESLAT.

- Mentoring: all Senior students at all levels - Entering, Emerging, Transitioning and Expanding - are assigned a teacher mentor to support them through the final graduation portfolio process. Teachers work with small groups of students (3 - 5 each) to identify areas in which students need additional support and ensure that all six graduation projects are completed satisfactorily. Students meet with their assigned mentor teacher bimonthly, from September to June, for 2.5 hours on Friday afternoons.
- Year Book: this club will improve literacy skills and performance of Transitioning and Expanding level students through English language development through hands-on, activity-based sessions with student discussion, writing text & captions, and designing layouts and proofing and editing all written work. Thus, students' English language development is enhanced. Students will publish annual school year book in the spring.
- Student Community Opportunities: ELL students at all levels - Entering, Emerging, Transitioning and Expanding - are invited to participate in various school- and community-based activities, including Student Government, the Environmental Club, the Senior Activities Committee and Internationals sports tournaments. Additionally, all 11th grade students complete 100 hours of community service via an Internship program, which is supported by the school's Service Learning Community Associate.

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

Evidence of effectiveness in our model is displayed through data such as 80+% four year graduation rate for our students for the 2014/2015 school year. Through heterogeneous groupings and collaborative activities that require students to use English as a vehicle for communication to complete rigorous, inquiry based projects, students' language and content knowledge is being developed simultaneously.

Evidence of effectiveness includes the fact that over 95% of presenting 11th and 12th grade students receive a minimum of "competent" on all six of their graduation portfolio projects. Leveled rubrics are used to assess student growth in both content and language progress and knowledge. Instructional teams develop projects and curriculum units that address both the linguistic and content needs of the students. Departments develop inter-disciplinary and content-specific academic vocabulary and concept lists, with students being required to use this language in both oral presentations and written work. The culminating assessment of this academic vocabulary and content scaffolding are the 9th and 10th grade portfolio presentations and the 11th and 12th grade Performance Based Assessments required of the students in each of their subjects; the Performance-Based Assessments (English and Spanish literary essay, Social Studies research paper, Math project and Science experiment) are part of students' graduation requirements under the ELL waiver.

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

For the past three years, we have offered an Adult ESL and Spanish Education class to promote literacy during our Saturday Academy, taught by a bilingual member of our faculty. This year, in addition to the Saturday program, we will be offering Parents the same classes on Tuesday and Thursday nights taught. The addition of these classes on weeknights is due to a need to accommodate parents who work on Saturdays.

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 approximately 99% of our students are ELLs and the remainder are former ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question five of this section, we have the after-school classes and clubs, which, while they may not all be "academic" in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:

- Alphabetters
- SAT Prep. Classes
- Student Government
- Environmental Club
- Senior Activities Committee

All ELLs and former ELLs are invited to participate in the above listed activities at the time that they register for classes each year. Since 100% of our students are either ELLs or former ELLs the representation by ELLs in all of our school programs is substantial.

In addition, Transitioning and Expanding level ELLs are invited and encouraged to take college-level courses via the College Now program, and all students are given the opportunity to take the four AP- and college-level courses offered at our school: AP Spanish Language, AP Spanish Literature, AP English Literature and a dual-enrollment geoscience course via SUNY Oneonta.

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.

It is the philosophy of the school that classroom teachers are the most knowledgeable as to what instructional supplies will benefit the ELL students from all ELL sub-groups in their content area classes. Teachers work in teams to order classroom supplies for the ELL students they have in common. The teachers, in consultation with their colleagues on their team as well as with the schools' SIFE Team and guidance counselors, determine which classroom supplies would be most beneficial to the students in all of the school's sub-groups. Each teacher team selects the instructional material they feel will work best for the needs of their individual students. This helps to best meet the needs of all of our students in the individual sub-groups within our school. Each team shares equally in the school's NYSTL funds and chooses for itself how they wish to spend their allotment of funds to best serve their individual students in all of their content area classes. Teachers and students in all ELL subgroups have access to a huge array of novels, textbooks, non-fiction texts, and bilingual dictionaries, as well an extensive collection of native language books and literature. All of the materials are available to all ELL subgroups.

Teachers are encouraged to attend ENL conferences to share information regarding various texts as well as other teaching aids; in addition, our teachers work collaboratively to create their own instructional materials. Teachers utilize computer software, maps, and the Internet as well as various other forms of technology which helps to maximize instruction in all content areas and within all subgroups. Teachers in all content areas have access to class sets of laptop computers with Internet access; additionally, all 11th and 12th grade students are issued a school-owned laptop computer that they may use as a "personal" computer (in and out of school) for the academic year. Every student in the school is issued a school email address and Google Drive account; consequently, students are able to use a variety of cloud-based computer programs to share the results of group projects or individual research. Teachers have made use of library book funds provided by the school to create mobile classroom libraries with books that are more accessible and more appealing to ELLs as well as all the other subgroups of students within our school. Instructional teams (both grade level and departmental) have amassed a compendium of book lists, articles on literacy, and reading programs that are available for reference by all school staff.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

All our students participate in our language development/ENL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. All students take a native language literature class every year, to support students in developing their native language to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel.

Native language skills are a valued aspect of all subject area classes. Students are required to complete a Native Language project as one component of their graduation portfolio - a formal Literary Essay (assessed using the same rubric as the English Literary Essay) analyzing a piece (or pieces) of Spanish literature.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs' age and grade levels. All of the required services for high school-aged ELLs are available to students. 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. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs they teach, then the instructional teams work together to create and/or adapt material which will be appropriate for the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELLs' appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year to access and develop age- and grade-level appropriate content, in order to help them better meet the needs of the ELLs in their classrooms.

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 school year new ELL students are assigned to attend an introductory orientation session at the beginning of the school year. Students receive a tour of the school facilities and take part in ice breaker activities in an effort to become more comfortable with the high school environment. During that orientation testing coordinator assess the new students' English language abilities as well as their native language (Spanish) abilities. During this time SIFE students are also assessed in their native language abilities and numeracy skills. The parent coordinator along with the guidance counselors provide helpful tips for parents and their children in order to help their transition.

New students are assigned to heterogeneous teams. The new students are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

During this time a meeting is held with the parents of incoming ELLs to provide them with an understanding of the resources available to them at the school as well as within the community.

Many similar activities take place when ELL students enroll throughout the school year. When a new student enrolls they meet with their guidance counselor and parent coordinator to receive a one to one orientation to the school and the community. Just as with the students who began in September, students who enroll throughout the year are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

Every effort is made to help newly enrolled ELLs to be fully integrated into the school community.

19. What language electives are offered to ELLs?

Pan American International High School at Monroe awards eight high school credits in the student's native language as per Part 100 of Commissioner's Regulations NYS, Section 100.5. which is based on students previous language experience in their native country plus the completion of a native language project as a part of their graduation portfolio. Additionally, students have the opportunity to obtain college language credit by taking the AP Spanish Language and Literature exams (offered in the 11th and 12th grade, respectively).

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. 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.)

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure.

The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into five team learning communities. The three Junior Institute (9th and 10th grade) teams are each comprised of 5 - 6 teachers and approximately 80 students. The two Senior Institute (11th and 12th grade) teams are comprised of 5 - 6 teachers and approximately 90 students. The teachers meet four times weekly to plan, develop and implement their curriculum and instruction - twice a week with their grade level, interdisciplinary team and twice a week with other teachers in their discipline. Teams typically interview and hire their team members, and meet at the beginning of the year to help each other develop goals. They develop and revise curriculum and model collaborative work for their students. Teachers also share and analyze student work in order to identify areas requiring targeted instruction and additional interventions. They also share strategies for teaching in-depth, project-based curricula while simultaneously preparing students for the Algebra I (Common Core) and Comprehensive English/High School English Language Arts (Common Core) Regents exams.

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?

In addition to the instructional learning communities all teachers are a part of, many members of the faculty are part of support and planning committees, including Coordinating Council, the Professional Development committee, the Portfolio committee, the New Teacher support group and the School Community committee. These faculty run committees plan and coordinate staff development day and all-staff professional development activities, which focus on improving instruction. All-staff professional

development sessions (held bi-monthly on Friday afternoons), led by teachers, have also included workshops in the areas of crisis management, ELL instructional techniques, and literacy and native language instruction workshops, all of which are supported by the Internationals Network for Public Schools.

Our SIFE Team meets regularly to discuss curriculum issues and students' progress within the program. In addition, members of the SIFE Team have run workshops to share techniques on meeting the variety of literacy challenges faced by teachers of ELLs. We continue to work closely with academic experts in order to develop a toolbox of strategies that all of our teachers can use with students and share throughout 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? The vast majority of our students are new to New York City, and do not transition from an NYC middle school; our current professional development program is designed to support staff in assisting all students' transition into an NYC public high school.
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.

All of our teaching staff, which includes teachers who do not hold ESL or Bilingual licenses, are provided with a series of Professional opportunities at Pan American International High School at Monroe. The professional development program focuses on providing teachers with various instructional strategies for teaching English Language Learners. It also focuses on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning Standards. These professional development sessions are facilitated by fellow faculty members and school administrators. Topics include:

- curriculum development
- scaffolding and differentiation
- portfolio rubric development and norming
- questioning techniques
- journal and low-stakes writing (supported by the New York City Writing Project)

In addition, our staff participates in the Internationals Network for Public Schools Professional Development workshops; at three different points throughout the year our entire staff meets with their peers from our sister International High Schools and attends workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction, differentiation of instruction, ENL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

Other members of our non-teaching staff also attend staff development training. Our school secretaries and parent coordinator take part in many of the above mentioned staff development activities along with teachers. In addition, our secretaries attend an all day Children's First Network (CFN) staff development for secretaries on Election day and our Parent Coordinator attends the mandatory two day Respect for all Anti-Harassment Initiative to prevent bullying and bias related incidents.

Since all of our staff participates in the above-mentioned professional development opportunities throughout the school year, and the majority of the staff members avail themselves of the professional development opportunities listed in part 2 above, everyone receives many more hours than the current 50% mandated total for bi-lingual/ESL teachers.

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?

The school holds annual meetings with parents of ELLs at least once a month during each school year, in addition to the four regular parent teacher conferences scheduled by the NYC DOE. At these meetings, the goals of the program, the language development process of students, the language proficiency assessment results as well as the student's language development needs in all content areas are discussed. Teachers, guidance counselors, parents, students and support staff attend these meetings. A staff member who speaks the family's native language is available to answer any questions and address any concerns.

The school has teachers working collaboratively on five interdisciplinary teams (3 JI and 2 SI) . Each of the teams meet together to discuss students' language development and content knowledge progress, language proficiency assessment results and language development needs during their biweekly forty-five minute meetings.

Each interdisciplinary, grade-level team may use their biweekly team meeting time for parent involvement and outreach. Each team has at least one bilingual teacher, and the Parent Coordinator is also available in order to place phone calls to parents to schedule individual meetings.

Guidance counselors also meet with parents individually over the course of the school year to discuss student credit accumulation, behavioral issues, as well as to explain and go over the transition students make from high school into college and beyond.

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.

When parents are contacted by phone, the call is documented by a staff member in a call log which is kept on file. Phone number, name of parent or guardian, date, and notes particular to the discussion are all documented in the log. If a parent has a question or concern, a staff member who speaks the family's native language is available to speak with them. Phone calls are made to discuss student needs (academic, behavioral, emotional, etc.). If a parent is required to come to the school in person for any reason, staff will work with parents' schedules to coordinate the best time for the individual parent meetings.

Upon parents' arrival to school, they sign in with the Parent Coordinator in the administrative office who may help with translation when needed. Teams will document which parents attend their meetings and will follow up with outreach calls to any parents who have not been able to attend a scheduled meeting.

The Parent Coordinator mails parents a school newsletter every month, which includes a school calendar of parent meetings, testing and portfolio days, and student activities. At the end of each unit, parents are also sent a custom-generated report of their students' progress which includes mastery-based grades for instructional outcomes and comments from teachers in both English and Spanish. Bilingual staff members help teachers who are not fluent in Spanish to accurately translate comments and grades. A hard copy of all students' progress reports is kept by the Interdisciplinary Team Leader in a binder, as well as a digital copy kept on file by the data specialist. Additionally, all students have a Portfolio Binder created by their advisory teacher when they are enrolled in the school. This binder contains student progress reports, interim portfolio rubrics with feedback, notes from meetings between the advisory teacher and individual student, student work samples from each discipline in each grade level, SMART goals with reflections created by the students in each of their classes, assessments with item-analysis, and any other work deemed pertinent to showing student ability and growth over the course of his/her time at the school. This binder is created and maintained by teachers only. The information in this binder can be used during individual parent meetings to discuss the needs and areas of strength for each particular student.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Pan American International High School provides all parents with the opportunity to attend a variety of meetings or workshops throughout the school year, so that they can better assist in the education and learning of their children at home. We offer an Adult English Education class for parents during our Saturday Academy, taught by a bilingual member of our faculty.

Parent Workshops/PTA meetings: A series of 2-hour workshops are held on different topics of interest to our parents. Each year our PTA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. This year topics based on parent feedback include:

- The International High School Instructional Model
- Student Health and Immunizations
- Adult English Education classes, Saturday Academy, and Tutoring
- College Applications and Financial Aid
- Naturalization and Immigration Issues
- Student Attendance and Absenteeism

Parents are represented on the School Leadership Team, which helps to write and implement school-wide policies and procedures. Parents are also encouraged to help with the Monroe Campus Thanksgiving Feast (by either providing food or helping to serve), and are invited to attend various school functions and events, including class field trips, science fairs, drama and talent productions, and Senior Prom. Parents are also invited to view students' interim portfolio presentations.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? During the 2014/2015 school year, our school saw an increase in enrollment of unaccompanied minors. Consequently, we utilized the resources of the DOE's Unaccompanied Students Special Project, which helps these students to transition to high school and life in the United States. We will continue using these resources to support our unaccompanied students through the 2015/2016 academic year.

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

The school utilizes the parent representatives on the School Leadership Team to identify and evaluate the needs of our parents. In these monthly meetings time is added to the agenda for the parent representatives to address and discuss parent issues with school staff. When appropriate, these items are brought to the Coordinating Council and, then, disseminated accordingly to all school staff. In addition, the Parent Coordinator keeps in touch with parents to identify parent needs and requests. This contact is always

documented and any issues that the coordinator cannot handle directly are, again, brought to the Coordinating Council and the rest of the staff as needed. An administrator and at least one guidance counselor always attends the monthly PTA meetings. These meetings provide another platform and safe space for parents to ask questions and voice their needs to the school. All staff members are invited to attend these meetings, as well, and any necessary information from these meetings is distributed to staff members at all-staff meetings. The all-staff meetings provide a time and place for staff members to discuss and plan future parent meetings and staff professional development sessions that address the needs and concerns of the parents. Parent needs are also determined through surveys distributed to them and subsequently collected and analyzed. These surveys occur at at PTA meetings and online in March. The data pulled from ATS indicates that 100% of our parents are Spanish speakers therefore, In order to provide our parents with the best supports, our school has experienced bilingual staff who have been providing translation and interpretation services as well as over the phone interpretations. Also, parents are invited to meet with our bilingual counselors. Bilingual presentations are facilitated for our parents.

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

Parental involvement activities are developed in collaboration with the PTA representatives, the School Leadership Team, and the Parent Coordinator as well as through the parent surveys mentioned above in part 5. All activities are created to address specific needs voiced by parent representatives (see list in part 3 above). For example, many parents have identified college and financial aid applications as a particular area in which they need support; we have developed and conducted multi-part workshops with parents and students, in partnership with our college counselor, that gives parents the opportunity to gain familiarity with the many online forms and portals used in these processes, as well as ask questions specific to their students' particular situation. The data pulled from ATS indicates that 100% of our parents are Spanish speakers therefore, in order to provide our parents with the best supports, our school has experienced bilingual staff who have been providing translation and interpretation services as well as over the phone interpretations.

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.

N/A

School Name: Pan American International High School at Monroe		School DBN: 12X388	
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)
Bridgit Claire Bye	Principal		10/25/15
Estefania Sosa	Parent Coordinator		10/25/15
Zebo Pirmukhamedova	ENL/Bilingual Teacher		10/25/15
Kenia Ramos	Parent		10/25/15
Mary Pollack/Math & Science	Teacher/Subject Area		10/25/15
Clelia Nolasco / Spanish	Teacher/Subject Area		10/25/15
Jessica Kelly	Coach		10/25/15

Samson Peña	School Counselor		10/25/15
Kathy Pelles	Superintendent		10/25/15
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 12x388 School Name: Pan American International HS at Monroe
Superintendent: Kathy Pelles

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.learn DOE.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 parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents who enter the NYC schools for the first time as well as information gathered from Part III of the Home Language Survey. In addition we use ATS reports such as the RAPL in determining parents' preferred languages, the PARD report for parents' preferred written and oral languages. The Student Emergency Contact cards are another source which can provide parents' preferred written and spoken languages.

Based on the HLIS and Student Emergency Contact cards an appropriate and current record of adult preferred languages for written translation and oral interpretation are maintained in ATS as 100% **Spanish**.

All written and oral correspondence between the school and students' families is provided in Spanish which is the preferred language among all the parents in our school. The majority of our school personnel including the Principal, Guidance Counselor, Coordinator, most teachers, and secretary are bilingual or have Spanish language proficiency. All correspondence is provided in English and Spanish.

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.

Based on the Home Language Identification Survey and Student Emergency Contact cards an appropriate and current record of parents' preferred languages for written translation and oral interpretation maintained in ATS as 100% **Spanish**. All of our parents prefer communications to be in Spanish, both in writing and orally.

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.)

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.), distributed one week prior to the meeting date.
- b. Special events (Thanksgiving Feast, International Festival), distributed approximately two weeks prior to the event.
- c. Letters of concern about students' academic performance and behavior, distributed at the end of each unit (approximately 2 weeks)
- d. Letters of congratulation praising student performance and behavior, distributed at the end of each unit (approximately 2 weeks)
- e. End-of-Unit Progress Reports, distributed at the end of each unit (approximately every 6-8 weeks)
- f. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs, which they receive upon admitting their child to our school
- g. School Calendar with important test dates is sent out monthly
- h. Attendance notice (5 lateness/3 unexcused absences)
- i. Parent Newsletters distributed monthly
- j. December-January: Invitation flier for financial Aid workshops
- k. Trip flier and forms (Museums, colleges, sports activities, fairs) distributed at least two weeks prior to trip
- l. Entitlement/Non-Entitlement/Continued Entitlement Letters are distributed at the beginning of the school year
- m. Promotion in doubt Letters are distributed at the end of each semester
- n. New York State Regents testing dates Early January, early June

Parents are notified when their child has more than 5 lateness and/or 3 unexcused absences. Parents are invited to meet with a counselor to develop a plan to improve attendance. Bilingual presentations are facilitated for parents on suicide, child abuse, and how to support their children's education from home. In addition, college and career readiness workshops are conducted. Topics include: college applications, scholarships, careers in the 21st century, and how to plan for college.

Parents and students are informed of student's bill of rights and are given the discipline code in their preferred language. Bilingual parents are invited to a bilingual presentation detailing the grade level requirements and the overall graduation requirements. Parents are informed of the Respect for All campaign that serves to protect the student population and the procedures in place for bullying, harassment, and any type of abuse.

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.

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

- a. Open School Night during the first month of school
- b. Family Association Meetings once a month
- c. SLT meetings once a month
- d. Discipline meetings with the guidance counselors, teachers, and administration when necessary
- e. Enrollment Interviews
- f. PTA meetings once a month
- h. Parent Teacher Conference- Sep.30, 2015, Nov.19th 2015, Nov.20th,2015, March 10th 2016, March 11, 2016

A guidance counselor is available during after school hours Monday-Friday, and Saturdays to give all parents the opportunity to discuss their child's progress. In addition, the guidance department supports families in finding community resources, and services for a nominal fee. Services related to mental health, counseling-therapy, and immigration. Other relevant services to include Deferred Action for Childhood Arrivals, free health clinics, and unaccompanied minor services.

The Parent Coordinator also makes frequent informal contact with parents, which is documented, to discuss a variety of attendance concerns, behavioral concerns, health concerns, etc.

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 parents' preferred language to meet the needs of the parents. Translation services are provided by in-house school staff. We are fortunate to have a staff of teachers, counselors, community coordinators, many of whom are bilingual or have Spanish language proficiency. Given that Spanish is one of the District's primary languages, written communications are also made available through the DOE website. The parent coordinator, guidance counselor, coordinator, and administrator keep a record of all correspondences and make every effort to provide timely provision of translated documents.

To ensure timely provision of the documents, the Principal meets once a week with the school Coordinating Council and other school leaders. Within these meetings, the documents are discussed and the job of translating, producing, and distributing is delegated to specific staff members within a given timeline.

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 parents in their preferred language to meet their needs. The machine will allow us to leave messages for parents in their native language regarding important school events, meetings, and conferences. Interpretation services will be provided by in-house school staff. We are fortunate to have a staff of teachers, counselors, and associates, parent coordinator many of whom are bilingual or have Spanish language proficiency. All meetings are conducted in Spanish and English. Bilingual personnel is always available for all meetings and conferences. If a parent requires interpretation over the phone, one of these proficient personnel is made available.

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.)

Pan American International High School at Monroe has experienced bilingual staff that has been providing translation and over-the-phone interpretations. Our Language Access Coordinator has completed the online training on the use of translation and over-the-phone interpretations through the Translation and Interpretation Unit. A PD is given at the beginning of the school year during one of our school staff meetings to ensure that all staff is aware of how to provide such services. T&I Brochure and Language Palm Card will be distributed at the meeting. As per Chancellor's Regulation A-663, we will ensure that all staff is aware of how to use translation services and the over-the-phone interpretation services through a variety of methods. We will distribute 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 sessions. We plan to schedule a professional development session as part of a staff meeting on best ways to utilize translation and interpretation services when reaching out to parents.

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

At Pan American International High School at Monroe all documents for parents, including the Parents' Bill of Rights and Language Access, are provided in Spanish and English. Our school takes the responsibility of providing each parent with written and oral interpretation services extremely seriously. Every effort is made to ensure that parents whose primary language is not English and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered language receive those services as well as instructions on how to obtain such services. This information to our parents is made in a variety of ways. Our parent coordinator provides monthly newsletters in Spanish and English. The Parent's Bill of Rights is also provided to parents at several points throughout the year. In addition, copies of the guide are posted in the main office. Translations are made available as needed. Parents are also informed of the translation and interpretation services through parent conferences held in September, November, March and in May. When a parent enters the school they are greeted by a poster posted outside the Parent Coordinator's office. When a parent enters the main office a language ID guide is posted at the security desk and outside the main office. Copies of the guide are also distributed to parents at the four parent conferences during the school year.

The information is posted near the primary entrance to the high school. The notification indicates that a copy of the Parent's Bill of Rights regarding language assistance services and translation services are available from the Parent Coordinator's room 116. In addition, all meetings with parents are conducted with Spanish speaking staff members present.

Part F: Monitoring and Quality Control

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

At Pan American International High School at Monroe every effort is made to provide best services to our parent community. Parents are offered the opportunity to take English classes during our Saturday Parent Program as well as a newly created Wednesday and Thursday parent classes. The class is taught by a bilingual pedagogue who also gathers feedback on the quality of the services. Parents who attend monthly PTA meeting will be asked to provide feedback on how well the school is providing parents with translation services. During our annual meetings with parents, the school staff welcomes parents to share their questions and concerns.

The school also collects data from the Learning Environment Parent Survey results. In addition, whenever our parent communicates with parents she will ask for feedback on ways to improve communication and availability of translation services.