



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: INTERNATIONAL HIGH SCHOOL FOR HEALTH SCIENCES

DBN (i.e. 01M001): 24Q236

Principal: C. ANTHONY FINNEY (IA)

Principal Email: CFINNEY2@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: CYNDI KERR

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
C. Anthony Finney	*Principal or Designee	
Sheng Nan Shao	*UFT Chapter Leader or Designee	
Jose Narvaez	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
John M Diaz Tong Wang	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Alana Persaud	Member/ School Business Manager	
Randy Pena	Member/ Guidance Counselor	
Yan Chen	Member/ Parent	
Passang Tenzin	Member/ Parent	
Clara Luz Palaguachi	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

IHS-HS will implement a comprehensive attendance program to maintain a high level of student attendance. We seek to achieve 90+% average student attendance for the 2012-13 school year.

Comprehensive Needs Assessment

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

Consistent student attendance has a strong, statistically significant correlation with desired academic outcomes. The socioeconomic circumstances of our target population of students (recently immigrated English Language Learners) contribute additional challenges to making regular school attendance.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

IHS-HS will utilize all available resources to encourage regular student attendance. We will

1. create a positive learning environment in which all students are engaged with challenging, authentic tasks;
2. implement procedures to identify daily absences and all chronically late students, with the Advisor serving as the designated contact point for the family. Advisors will seek the support of colleagues on staff as well as citywide interpretation services to communicate with families whose preferred language of communication is outside of the individual Advisor's capabilities;
3. utilize Advisory and Guidance resources to address the roots of student absenteeism and/or tardiness, and to coordinate an intervention strategy to mitigate it, including the use of credit-intervention strategies.

Additionally, the school will:

4. teach parents how to use Jump Rope in order to monitor their children's attendance from home or work;
5. use the Network Attendance teacher, to assist in the monitoring, reporting, and analysis of attendance data, and to serve as a resource for home visits;
6. provide Wake Up services, where circumstances are deemed appropriate;
7. identify staff members responsible for scanning ATS and reporting Late/Absent students are identified, as well as the period for which attendance is recorded;
8. collect hourly attendance for all core classes using the Jumprope software;
9. make student attendance an agenda focus during the last guidance meeting of every month, allowing for all members of the instructional and guidance teams to coordinate efforts to promote student attendance. Attendance may also be addressed during other guidance meetings on an as-needed basis.

Additionally,

10. teachers review daily attendance/tardiness for their assigned advisees. If a student is absent, or if a threshold of lateness has been reached, the advisor will personally call the family and/or identify a staff member with specific language skills to call the home;
11. additional resources (Principal, Attendance Teacher, etc.) will be deployed on a case-by-case basis.

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

1. All staff
2. All staff; citywide translation services
3. Guidance counselor and all teachers
4. Principal, Jump-Rope coordinator (teacher), and guidance counselor
5. Network Attendance teacher, guidance counselor, principal, and advisor (teacher)
6. DOE Wake-Up service
7. Business manager, principal

8. Business manager, principal
9. Principal, Guidance Counselor, teachers
10. Teachers
11. Principal, Attendance Teacher, guidance counselor

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

1. Daily attendance will be at or above 90%. Individual student lateness will be less than 10%.
2. Daily attendance will be at or above 90%. Individual student lateness will be less than 10%.
3. Daily attendance will be at or above 90%. Individual student lateness will be less than 10%.
4. 25% of parents will log-in to Jump-Rope at least once between February and June 2014.
5. Individual student attendance and/or lateness of less than 90%.
6. Individual student attendance and/or lateness of less than 90%.
7. Staff members are identified.
8. Hourly attendance is collected for all core classes using the Jumprope software daily.
9. Student attendance an agenda focus during the last guidance meeting of every month.
10. Individual student attendance and/or lateness of less than 90%.
11. Individual or collective student attendance and/or lateness of less than 90%.

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

1. On-going through June 2014
2. On-going through June 2014
3. On-going through June 2014
4. February 2014 parent meeting
5. As needed
6. As needed
7. September 2013
8. On-going through June 2014
9. Monthly through June 2014
10. On-going through June 2014
11. As needed

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

1. Small class size, students travel as a cohort, advisory, emphasis on the integration of English language and content area instruction
2. Daily ATS reports;
3. Advisory curriculum and AIS services
4. Parent Association meeting; Jumprope
5. Network Attendance teacher;
6. DOE Wake Up services
7. ATS reports;
8. Teacher attendance for each period; Jumprope
9. Small class size, students travel as a cohort, advisory
10. Adviosry
11. Additional resources (Principal, Attendance Teacher, etc.) as needed

Strategies to Increase Parental Involvement

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

Parent training on Jumprope (Attendance and Grade system); Wake-Up services

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

100% of the core content teachers will develop and align three units and final projects/assessments with learning outcomes that are aligned to common core and relevant state standards, meeting the city-wide instructional expectations by May 2014.

Comprehensive Needs Assessment

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

Needs address city-wide instructional expectations as well as research-based philosophy of how best to develop students as learners as expressed in the Internationals Network philosophy and rubrics.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

In order to meet the city-wide instructional expectations for all students, by June 2014 teachers of the 5 core subjects (Math, Science, ELA, Social Studies, and Health careers) will have developed and implemented a minimum of 3 common-core aligned units ending in a performance task. Steps towards implementing this goal include:

1. Principal sets expectation that teachers plan content area outcomes (objectives) and final assessments (projects, tasks, & exams) rated using rubrics for each of their units (September PD).
2. As a staff, identify a shared unit template, including specific identification of all required elements, including language and content objectives.
3. In weekly Team and biweekly PD meetings, engage in unit shares to collect feedback from peers on the unit's design and elements, which additionally creates an opportunity for formation of interdisciplinary linkages across the curriculum.
4. Principal, NYC Writing Project (NYCWP) Teacher Consultant, and CFN/INPS coaches will support teachers to develop and implement quality common core units by:
5. Facilitating professional development activities with various support organizations such as the CFN, INPS, NYCWP & NYS Consortium
6. Familiarizing teachers with city-prioritized common core standards, and guiding them in selecting which standards to focus on through PD or discipline or 1-on-1 meetings.
7. Providing feedback & resources in unit & assessment planning and development of outcomes rubrics through PD or discipline or 1-on-1 meetings.
8. Teachers on discipline/content area teams will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second and third units. Student learning will be assessed with a rigorous performance task as indicated by common rubrics developed by teachers based on outcomes using such references as Bloom's Taxonomy & Webb's Depth of Knowledge.

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

1. Principal
2. Principal, teachers, NYC Writing Project (NYCWP) coach, CFN coaches, and Internationals Network coach
3. Principal, teachers, NYCWP coach, CFN coaches, and Internationals Network coach
4. Principal, teachers, NYCWP coach, CFN coaches, and Internationals Network coach
5. Principal, teachers, NYCWP coach, CFN coaches, and Internationals Network coach
6. Principal, teachers, NYCWP coach, CFN coaches, and Internationals Network coach
7. Principal, teachers, NYCWP coach, CFN coaches, and Internationals Network coach
8. Principal, teachers, NYCWP coach, CFN coaches, and Internationals Network coach

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

1. All teachers will write approximately 20 preliminary content area outcomes for their content area that are linked to standards.
2. A shared unit template is developed by the end of September, and used for all units mapped for the year
3. Teachers share units and receive feedback as demonstrated by biweekly Team meeting agendas.
4. Teachers will participate in biweekly professional development program and develop Common Core based curriculum, outlooks, and curriculum.

5. All teachers meet twice each month to discuss student work.
6. Each teacher follows an individually tailored plan to address their professional development
7. Each teacher will conduct a goal-setting meeting at the beginning of the year, with reflections on progress in February and June
8. Teachers share units and receive feedback as demonstrated by biweekly Team meeting agendas.

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

1. September 2013
2. September 2013
3. On-going through June 2014
4. On-going through June 2014
5. On-going through June 2014
6. On-going through June 2014
7. September, February, June
8. On-going through June 2014

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

1. In-school professional development by the Principal who sets expectation that teachers plan content area outcomes (objectives) and final assessments (projects, tasks, & exams) rated using rubrics for each of their units; Common Core standards; sample units and rubrics
2. Sample unit templates
3. Teacher created units; bi-weekly PD to facilitate the creation of curriculum, exchange instructional best practices, and provide opportunities for shared review of unit/lesson plans, student work and school-wide assessment data; weekly Instructional Team meetings to exchange best classroom practice, conduct focused peer exchange on planned units, and to offer structured opportunities for the development of interdisciplinary units.
4. Workshops on Language and Content Integration, Jumprope use, outcomes-based grading; QTEL; National Academy of (NAF) training; Internationals Network workshops; coaching by CFN, Internationals Network, and NYCWP coaches; NYS Consortium workshops; new teacher mentoring; intervisitations.
5. Collaborative assessment of student work for each of three units. Bloom’s Taxonomy & Webb’s Depth of Knowledge.

Strategies to Increase Parental Involvement

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

- Parent Association Meetings
- Have a teacher or student present performance assessment
- Parents will sit-in on February and June portfolio presentations

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 In coordination with course content learning objectives, by the end of the first marking period, the staff will develop language outcomes that address the four modalities of language (speaking, reading, writing, listening).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 As a school designed to serve the needs of a heterogeneous population of English Language Learners, specific language outcomes, applied consistently across the curriculum and reinforced by the sharing of best practices will serve as an important element in focusing our instructional efforts.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

In order to meet the city-wide instructional expectations for all students, by June 2014 teachers of the 5 core subjects (Math, Science, ELA, Social Studies, and Health careers) will have developed and implemented a minimum of 12 common language outcomes. Steps towards implementing this goal include:

1. Principal sets expectation that teachers plan common language outcomes (objectives).
2. In weekly Team and biweekly PD meetings, teachers will work with peers to develop and share feedback on the common language objectives
3. Principal, NYC Writing Project (NYCWP) Teacher Consultant, and CFN/INPS coaches will support teachers in developing and implementing quality language objectives by:
 - a. Participating in professional development about language and content integration given by the Internationals Network for Public School
 - b. Familiarizing teachers with city-prioritized common core standards, and guiding them in developing common language objectives
 - c. Providing feedback & resources in unit & assessment planning and development of language outcomes rubrics
 - d. Teachers will collaboratively assess the quality of student language that comes out of the implementation of the language outcomes
4. Teachers will collaboratively assess the quality of student language that comes out of the implementation of the language outcomes

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

1. Principal
2. Principal, teachers
3. Internationals Network for Public Schools; Principal, NYC Writing Project (NYCWP) Teacher Consultant, CFN. And INPS coaches will support teachers in developing and implementing quality language objectives by:
4. Teachers; coaches

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

1. Teachers develop language objectives.
2. In weekly Team and biweekly PD meetings, teachers and coaches engage in unit shares to collect feedback from peers on the implementation of the common language objectives.
3. Professional development about language and content integration by the Internationals Network for Public School.
4. Collaboratively assessment of the quality of student language that comes out of the implementation of the language outcomes.

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

1. September 2013
2. On-going through June 2014
3. On-going through June 2014
4. On-going through June 2014

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

1. Common language objectives across the curriculum support student development of academic language
2. Teacher-made units
3. Professional development about language and content integration by the Internationals Network for Public School; Common Core standards
4. Teacher made units and rubrics

Strategies to Increase Parental Involvement

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

Parent Association Meetings will be presented with examples of language and content activities teachers developed to share how the curriculum is implemented.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

The school will implement a program of providing regular instructional feedback to teachers via a combination of informal and formal administrative observations, peer observation cycles, inter-visitations and coaching sessions. All teachers will receive a formal observations from the administrator by mid-January, and a minimum of three informal observations by March.

Comprehensive Needs Assessment

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

The 2013-14 school year marks the NYC launch of Advance, the teacher effectiveness assessment system that includes an observational component of 60%. The school also seeks to establish among its founding staff a culture of institutional learning and continuous improvement.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

By May 2013, IHS-HS will complete the yearlong observational feedback cycles, including the all required elements for the implementation of Advance. To ensure transparency, consistency and mutual understanding, various interim benchmarks have been established.

1. Train all teachers on the implementation of Advance
2. All teachers will self-assess using the rubric and develop goals based on their self-assessment & identification of area of greatest need. .
3. The principal will develop a schedule for informal observations & feedback, given through the lens of rubric-based goals to support improved practice in the identified areas.
4. Principal & coaches review teachers' draft goals in preparation for 1-on-1 conferences with each teacher, where the rubric assessment & goals in identified areas of greatest need are finalized based on feedback from principal & coaches.
5. Complete a formal observation for all classroom teachers
6. Conduct a professional teacher portfolio presentation sessions, supported by PD
7. To support improved practice, the principal, a NYC Writing Project Teaching Consultant, and other coaching support staff will support teachers in the process of achieving their goals through individually scheduled meetings with teachers to review goals & integrate them into informal observations.
8. Teachers will self-assess again using the rubric & reset goals in February and in June; new goals will be finalized after 1-on-1 conference feedback from principal & coaches on the teachers' first drafts.
9. Complete three informal observations for all classroom teachers

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

1. Principal and all instructional staff
2. All instructional staff
3. Principal
4. Principal and all instructional staff
5. Principal and all instructional staff
6. Principal and all instructional staff, NYC WP Coach, Internationals Network PD Providers
7. Principal and all instructional staff, NYCWP Coach
8. Principal and all instructional staff
9. Principal and all instructional staff

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

1. Core instructors attend centrally administered training, all staff trained by school opening
2. Teachers complete self-evaluation / goal setting sheets
3. Schedule created and implemented. All formal and one informal to be completed for each teacher by mid January
4. All conferences completed by mid-October
5. All formals completed using Advance tool by mid-January

6. PD on development, presentations of Teacher Portfolios in March
7. Ongoing conferencing between NYCWP coach and staff
8. February portfolio reflection, June reflection, goal-setting task complete by June
9. All informal observations complete by Mar

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

1. By 10/2013
2. October 2013.
3. Schedule set in October, observations/feedback ongoing throughout the entire school year.
4. October
5. By January 2014
6. February 2014
7. Ongoing
8. February and June, 2014
9. By 4/2014

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

1. IHS-HS has several opportunities throughout the school year for staff to focus on best practices in classroom instruction:
2. Professional Development – Bi weekly schoolwide PD, Weekly Team and Guidance meetings and citywide conferences offer frequent and sustained opportunities for teachers to reflect on classroom practice, and to learn new skills in delivering instruction using the Internationals approach.
3. Peer observation cycles – Staff will use the Internationals classroom observation protocol to give and receive feedback from peers in two documented cycles, in addition to the regular, informal feedback made possible by the school’s instructional team structure.
4. Inter-visitation – teachers will take advantage of the opportunity to visit other Internationals and Academy sites to observe best practices
5. Coaching – A first-year teacher will receive formal coaching from an identified staff member, and all teachers will have access to a NYC Writinv Project consultant charged with focusing school instructional efforts in literacy development
6. Outside trainers – Appropriate staff from the National Academy Foundation, the Internationals Network and CFN106 will be brought to address specific areas of practice as needs are identified.

Strategies to Increase Parental Involvement

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

SLT and PTA Meetings, Family and Student surveys will serve as part of Teacher evaluations in coming years, with this year’s implementation serving to establish a baseline for later comparison.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	Academic Literacy, SIFE Instruction	Small group instruction	Before school, team Period
Mathematics	Tutoring	Small group instruction	Before school, team Period
Science	Tutoring, Science research Club	Small group instruction	Before school, After school, Team Period, Lunch
Social Studies	Tutoring	Small group instruction	After school, Team Period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Boy's Group	Small group sessions, one-on-one, family sessions	Before school, Team Period, Advisory Period, Lunch, After school

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

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

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
IHS-HS recruits highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who solely comprise all of the International High Schools' student populations. Our network also has its own in-house student apprentice program, I-START, in which the certification program curriculum (developed in conjunction with Long Island University) and student teaching practicum are aligned with the pedagogical philosophy of the Internationals Network for Public Schools, called the Internationals Approach. All I-START teachers-in-training work side-by-side with a mentor teacher in an International High School throughout their apprenticeship year. By the end of the year, they are deemed eligible by the NYCDOE to work as full-time teachers within the public school system. Many of these new teachers find positions within on the city's 15 International High Schools. Through this innovative program, the International High Schools "train their own" new teachers. Two of CIHS' newest teachers are both participants in the I-START program.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
IHS-HS offers its pedagogues many opportunities for teacher leadership and high quality professional development. Because IHS-HS is a new school where collaborative practices are highly valued, teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Teachers also learn facilitation skills through leading their weekly interdisciplinary teaching team, which occurs on a rotating basis.
Professional growth of all pedagogues is fostered on several levels including biweekly professional development sessions (whole faculty) and interdisciplinary teaching team meetings, and guidance meetings each of which occur weekly. The biweekly professional development sessions allow faculty the opportunity to collaboratively: establish whole school policies, share best instructional practices, discuss progress towards school-wide instructional goals, develop and refine the restorative justice program, and discuss advisory class issues. During weekly team and guidance meetings, faculty meet with the school guidance counselor in order to discuss case management of their shared student population (Thursdays) as well as to engage in interdisciplinary project planning and analysis of student work (Wednesdays). Because each interdisciplinary teaching team contains at least one ESL-certified teacher, all faculty members, regardless of subject area certification, learn about ESL strategies to further enhance instruction across disciplines. All teachers also receive specialized training in ESL strategies and working with ELLs through network-wide professional development with the Internationals Network for Public Schools (INPS). INPS provides workshops during the summer, on Election Day, and at various times throughout the school year via after-school seminars and teacher intervisitations (peer observations at various IHSs). Opportunities are also available for teachers to attend professional development workshops and institutes through QTEL (specifically for teachers of ELLs).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Staff member salaries and material expenditures on all funding lines will be monitored continuously by our School Business Manager, in collaboration with the Administrator and staff of the CFN to ensure that disbursements meet the intent of the allocation for which they have been made. Expenditure worksheets have been prepared that define the costs associated with various spending priorities, alongside the nature of the funding which has been used to satisfy them. For all staff salaries, detailed meeting agendas have been maintained to substantiate the content of the session, and to document the relevance of

that work to the nature of the funds that have been used to support these meetings.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

Targeted assistance funds are used to partially fund a Guidance Counselor position, which serves the social and emotional needs of recently immigrated English Language Learners, through direct counseling with students and groups, as well as guiding the professional practice of the instructional team that serves in an Advisory capacity to these students in small group settings.

STH funds are available to meet the immediate material needs of students living in temporary housing. Food, clothing and instructional supplies are provided using these funds for students with a documented need and eligibility for their use.

Before and after school programs have been created to support students with additional help that preserves their availability to participate in the school's model of collaborative, project-based instruction. Removing students from core courses into leveled settings is disruptive, so targeted instruction during the school day is focused on available Advisory and Team periods, which have specifically been designated for offering additional support, particularly for students unable to attend additional sessions outside the regular school day. These activities are supplemented by the school's piloting of blended learning approaches, which use fair student funding to provide students with computer-based learning that supplements the face-to-face instruction they receive each day.

A smaller proportion of the TA funds have been allocated to the goal of increasing parent involvement, including the provision of meals, postage, interpretation, transportation, childcare and duplicating expenses to support our PTA activities.

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).

The TA resources are designed to complement elements of the existing school program, including instruction in collaborative, small-group settings, utilizing an existing midday periods (Advisory and Team periods) for the delivery of focused support for students based on their instructional, social and emotional needs. Additionally, the school is operating a well-attended before-school program, which attracts up to 50% of the school's population with supplementary instruction in language and offers assistance with classwork assignments.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 236
School Name The International High School for Health		

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

Principal Carl Anthony Finney	Assistant Principal None
Coach Mark Moskowitz	Coach None
ESL Teacher Sarah Cunningham	Guidance Counselor Randy Pena
Teacher/Subject Area Sheng Nan Shao/ Science	Parent
Teacher/Subject Area Maria Ramirez / Health Careers	Parent Coordinator None
Related Service Provider None	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	56	Total number of ELLs	55	ELLs as share of total student population (%)	98.21%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										3				3
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ 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		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	56	0	0	0	0	0	0	0	0	56
Total	56	0	0	0	0	0	0	0	0	56

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										37	0	0	0	37
Chinese										3	0	0	0	3
Russian										1	0	0	0	1
Bengali										1	0	0	0	1
Urdu										1	0	0	0	1
Arabic										4	0	0	0	4
Haitian										1	0	0	0	1
French										2	0	0	0	2
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										6	0	0	0	6
TOTAL	0	0	0	0	0	0	0	0	0	56	0	0	0	56

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										23	0	0	0	23

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										4	0	0	0	4
Advanced (A)										5	0	0	0	5
Total	0	0	0	0	0	0	0	0	0	32	0	0	0	32

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1								1
7	1								1
8	4		4		2		1		11
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0		6		3		2		11
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

For all our newcomers we use a series of assessments to determine the English level of the students we are serving. The ELA Performance task was administered to all students to determine their levels of English proficiency, which was determined to offer significant room for student growth. We also administer the LAB-R and Spanish Lab tests to further document each students' language abilities. These assessments are complemented by the lengthy interview and intake process, as well as teacher assessments. The results offer a breakdown of specific areas of strengths and weaknesses, so we can gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. The information collected by these means is used to select the type of support students are programmed to receive. During the school day, they can be included in a SIFE Literacy Support, SIFE Math class, an enrichment Silent Sustained Reading class and a guided Reading Circles group. Each is designed to support the development of English literacy and fluency among all of our students at whatever level of their language development.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The performance of our students on the LAB-R indicates:

- a) Our population is heterogeneous in terms of language ability.
- b) Most students classified as beginners and intermediates.
- c) Advanced students are more likely to have been in a US middle school and longer in the US than recent arrivals.

As a new school, we have not yet administered the NYSESLAT assessment, but intend to in the second half of the current school year

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

As a new school, the first administration of the NYSESLAT will not occur until the early months of 2014. For all the teachers of the school, the NYSESLAT was selected as a component of the MOSL selection, with the option for 'growth' indicated. We anticipate that our students will demonstrate improvement relative to the performance predicted by their LAB-R scores, as well as to the peer-index group used for MOSL comparison. As is the pattern in other Internationals High Schools, we expect that a significant majority of students will 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 the results are available, we will conduct a data 'deep dive' to examine each student's results in the four modalities (listening, speaking, reading and writing) to identify learning objectives for individual learners and to consider the broader implications for instruction to classes and groups. Modalities identified as priorities for improvement will serve as the focus of staff development, through professional development offered by the Internationals Network, the NYC Writing Project, and QTEL/Wested. The findings of these analyses will guide the future emphases of the schools' LAP and language instruction.

Our school uses state and city data regarding our Annual Measureable Objectives (AMO) to identify subgroups that need extra support in order to achieve success.

- The instructional team identifies specific subgroups of students and the areas in which they need support and a plan for support is devised under the supervision of the ESL/ELA licensed staff member. Strategies currently deployed include before and after school help, scaffolded direct-language instruction during the weekly schedule, computer-based learning (which can be accessed from home or in the school) 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 Instructional Team meets regularly to analyze "Scholarship Report" 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The most crucial pattern we seek is one of improvement. The vast majority of students are expected to do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed by our school. Additionally, teachers have collaborated on the development of language outcomes describing skills we seek to cultivate across the discipline addressing all four modalities of language (reading, writing, speaking and listening.) This process was supervised by our ESL teacher and a Teacher Consultant of the NYC Writing project. Roughly four outcomes were described for each modality, along with a corresponding rubric describing features of proficiency and high proficiency. This exercise fostered a dialogue among all staff members on language instruction, and provides a common set of metrics using shared language to assess the development of student English proficiency across each of the core courses. We are in the process of using these rubrics to establish baselines and to target interventions to support the learning needs of each individual student. Ongoing analysis will be undertaken by the team to ensure that interventions are reinforced across classes, and that the assessments using the rubrics remain normed. The implications for the schools' LAP and instruction seem to be that we need to continue focusing on academic listening and development of reading, writing and speaking 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.

As a new school serving a population comprised exclusively of 9th graders, we have no ELA regents data to refer to, and do not anticipate administration of this exam until the midpoint of the current class's junior year in 2016. In the meantime, the ELA Performance Assessment administered this Fall indicated that our students almost exclusively scored 0 for most bands of the rubric. Students who anecdotally have greater academic proficiency in their home language and a longer time of residence in the United States tended to score somewhat higher than did other students. As new 'Over the Counter' arrivals are admitted, they also will be administered the ELA PA to determine their baseline scores for growth measurement.

How are ELLs faring in tests taken in English as compared to the native language?

The patterns across proficiencies and grades were mentioned in the section above but since we do not give tests in native language a comparison cannot be made.

Using Periodic/interim assessments to inform instruction:

In addition to the ELA PA and the Language Outcomes and associated rubrics, the International High School for Health Sciences additionally is using the New York Performance Standard's rubrics to design and assess 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 Performance Standards Consortium's 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 in the spring semester will work with a mentor teacher throughout the year on portfolio projects.
- All students will work with mentor teachers/advisors on portfolio projects and 9th grade interim portfolio will be held in the Winter and Spring

Using Periodic Assessment to learn about ELLs:

A native language assessment will be part of the 10th grade interim portfolio packet and presentation.

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

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
- Second language development techniques are "turn-keyed" by the resident, certified ESL teacher on our instructional team.

- Instructional teams design inter-disciplinary units collaboratively, incorporating ESL strategies and developmentally appropriate activities into each activity, unit and assessment.
- The principal works directly with the instructional team 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.

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

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Near term results indicating the success of our efforts will include attendance, participation in intervention activities, student progress on learning objectives, credit accumulation, growth on the Performance Assessment and progress in their interim portfolio score.

Ultimate measures of our school's success of our program will additionally consider other data sources, including:

- 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
- Graduation rate
- Course pass rate
- Regents pass rate

Part IV: ELL Identification Process

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

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

All students admitted to The International High School for Health Sciences from a New York City junior high school are recently arrived immigrants who have scored at the beginner or intermediate rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, are first administered the HLIS by Sarah Cunningham, who is also a certified ESL teacher. She then conducts an informal oral interview as additional information to help determine if the student is an English Language Learner.

Sarah administers the HLIS and conducts the informal interview in Spanish herself since she is bilingual or with the assistance of a translator, if needed, in their native language. On staff, we have translators available in most of our major languages, Spanish, Mandarin and Cantonese Chinese, Tagalog and French. New admits then take the LAB-R within ten days of admission. Maria Ramirez administers the Spanish Lab to Spanish-speaking students within that same time frame. Our certified ESL pedagogue, Sarah Cunningham administers the LAB-R.

Our Guidance Counselor, Randy Pena, monitors the intake process including the administration of the LAB-R and is notified of each newly admitted student so they can be tested within the ten-day period. Bilingual interpreters are available on site for the overwhelming majority of our students' native languages. In addition to Spanish, and Mandarin. Pedagogues on staff also speak French, Tagalog, Japanese, Nepali and Cantonese. In other instances, we utilize bilingual staff from our co-located campus staff as well as the NYC DOE's Translation and Interpretation services for completing these required intake procedures with over-the-counter admissions.

All ELLs, as identified in ATS through the RLAT report, take the NYSESLAT during the spring testing period as required by NYS regulations. Principal Finney will print out the RLAT and RLER(for very recent new admits) reports to determine eligibility. Since the vast majority of our students will likely be eligible to take the exam, I will work with all of our ESL teacher, Sarah Cunningham, to give the Reading, Writing and Listening over a period of 5 days in May. Students who are no longer ELLs are pulled out and given assignments by their classroom teachers. This process ensures that all of our ELLs are tested. Students who are absent for any part of the test are tested during a series of make-up sessions.

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

The Guidance Counselor who is a native Spanish speaker, Randy Pena, with the assistance of the ESL-certified Teacher, Sarah Cunningham, Parent Coordinator and translators when necessary, are responsible for taking the following steps:

After completion of the HLIS and informal interview, parents of newly enrolled students are immediately offered the opportunity to see the video and are given a brochure, in the appropriate native language if available, when they enroll their child. Mr. Pena presents each of the programs and the research on it. Then, he is available to answer any questions on the programs. A staff member who speaks the family's native language is available to translate questions. In the case where we have a low incidence language that our staff does not speak, we use the DOE translation unit. Once questions have been satisfactorily answered, parents complete the Program Choice forms. If a parent is not able to attend this meeting, they are invited to attend a series of ongoing meetings we hold once a week during the busy enrollment period and then as needed to ensure that the families of new admits see the video within 10 days.

Parents choose one of the three NYCDOE program models. If parents choose an ESL program for their child, we place that student into our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school. However, should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Copies of the forms are kept in the office and are regularly updated by office staff on an Excel sheet. Randy Pena, our Guidance Counselor, routinely analyzes our Parent Choice Forms for trends and would work with the parent coordinator and our in-house translators to reach out to families who had previously requested a TBE or dual language program if one becomes available. He has been added to the School Leadership Team and PTA to increase parent access to his services and to further facilitate his communication with families.

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

As Program Selection forms and parent surveys are submitted to our Guidance Counselor Randy Pena, copies are made and originals are filed in students' cumulative folder. A check-list of all new students are kept in the file to ensure that the Program Selection forms and surveys are returned. The Principal additionally reviews the folder to make sure that it is complete and to review the numbers and trends of selection choices. If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.

Our Guidance Counselor Randy Pena and our ESL Certified Teacher Sarah Cunningham, are responsible for the entitlement letters. With the assistance of administrative staff, they mail home to parents the entitlement letter once the Lab-R is scored. The

Principal and Sarah, with assistance from Randy, will ensure that continued entitlement letters are sent home in subsequent years using the results of the spring NYSESLAT exams. Copies of entitlement letters, nonentitlement letters and continued entitlement letters are kept in a binder in the guidance office.

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

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Based on the LAB-R if a child is identified as an ELL and entitled to services the parents choice letter and home language survey is carefully examined and the parent choice recorded by Randy Pena, Guidance Counselor to see that the parents wishes are being honored. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program.

Our school attempts to hire personnel – professional and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education’s translation services to communicate with our parents in writing in their native languages.

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

Nearly the entire school is made up of ELLs, we determine NYSESLAT eligibility through ATS using the RLER report. Therefore, all students are given reading, writing, listening on the same day early in the testing period. Speaking is done over the course of the month by the certified ESL teachers in our school by pulling out students one-on one. Absent student are made up on make-up days 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. Sarah Cunningham, our ESL-Certified teacher will administer the examination. Our intention is to test 100% of the ELLs in our school to offer the most complete information available for making instructional decisions to support the learning needs of each student..

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The program models at our school are aligned with parent/guardian requests. If a parent/guardian requests a TBE or Dual Language program and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they may consider other program choices in another school. We monitor the selection form to insure that if we do get a sufficient number of requests we would open another kind of program and notify the parents who had requested it in the past that they program was now available if they wanted to move. As noted in question 5, most parents have requested ESL, which is what we offer at our school.

Part V: ELL Programming

A. Programming and Scheduling Information

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

. Instruction:

- a. Instruction at our school is delivered collaboratively by teams of four to five teachers who work to plan instruction for a target group of approximately 80 students. On the date of this revised submission, enrollment has reached 72 students.
 - b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks, students of varying language backgrounds are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project or learning activity. Teachers also use these blocks to take advantage of learning opportunities outside the building at such places as museums, cultural organizations, and other community organizations. The current class blocks are composed entirely of 9th grade students, but a blended 9/10th grade cohort will be created in the second year of the school's development.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. Mandated Instructional minutes:

As per CR Part 154, all students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least one teacher who is licensed in ESL; in addition, the 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 the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. Delivery of content material:

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages 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 The Internationals HS for Health Sciences 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 staff to assist in the classroom.

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

4. Ensuring that ELLs are appropriately evaluated in their native languages?

At the International High School for Health Sciences ELL's are appropriately evaluated using the instructional strategies as described in Question # 6 (a-e) below. At Orientation incoming ELL's are given a native language assessment. At the International HS we greatly value student's native languages. All of our interdisciplinary classes have native language components to them.

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

At The International High School for Health Sciences our ESL program is taught through content area courses. All of our class periods are 60 minutes in length. Therefore, our programs exceeds the 540 minutes per week of ESL instruction required for Beginner students, the 360 minutes per week required for Intermediate students and the 180 minutes per week required for Advanced students. All of our classes are content area ESL and differentiated ESL instruction.

Key to the International's model is ensuring that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year. 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.

- 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.

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 International High School for Health Sciences are in a single 9th grade cohort, divided into three classes, A, B and C. This instructional unit is a single interdisciplinary 'team.' The interdisciplinary curriculum in the teams is structured to provide for a balance of exposure to humanities and mathematics/science/technology. 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 and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age.

6. How do you differentiate instruction for ELL subgroups?

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

a) Instructional plan for SIFE Students:

All students who are identified as SIFE students (Students with Interrupted Formal Education) are immediately placed in our SIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and 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 teachers referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and 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 one-on-one work with a teacher, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made. Over the past four years with the money's from the SIFE grant literacy program an accelerated literacy program was implemented school-wide and met with enthusiasm by staff, students and parents.

Our SIFE model requires three important features:

- An intensive Language Arts period is held during the regular core daily program to accelerate learning taught by a specially trained literacy ESL licensed teacher in small group settings of five to ten students in which instruction is guided by individual students' needs. This class is focused on reading comprehension, reading fluency and vocabulary development based on high interest topics drawn from the social studies curriculum.
- Scaffolding students' work in regular heterogeneous classes for most of the school day by developing collaboration between the SIFE teacher 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 teacher plans with the content areas teacher, works with SIFE students in the classroom daily to implement strategies, and also meets after class sessions with the content area teacher to discuss students' work and review lessons and activities.
- All SIFE students are expected to attend extra before school home work sessions.
- Our Instructional team has obtained a SIFE toolkit developed by the staff of a neighboring Internationals network school.

b) Plan for ELLs who have been in US schools less than three years (newcomers):

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 Lab R exam which assesses the students English language abilities. 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 team to discuss the specific needs of all new students. A plan is formulated to best meet the needs of each particular student.

c) Plan for ELLs receiving service 4 to 6 years:

The plan for 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 and continuing English language development. Their teachers meet regularly in teams to discuss the needs for the 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, the Saturday literacy program 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 with 4-6 years who meet regularly with their guidance counselor and teachers on their team to receive support and feedback to help assess in their language development.

d) Plan for long term ELLs: (completed 6+ years):

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. All long term ELLs in college classes receive support from a high school teacher mentor.

e) Plan for former ELLs (in years 1 and 2 after testing proficient):

As students reach proficiency and test out through the NYSESLAT assessment they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students receive higher levels of project opportunities and also are expected to have the opportunity to take college classes through the College Now program. Students who are determined to have reached proficiency continue to receive support from their teachers as needed. Former ELLs continue to receive the mandated testing accommodations after they have tested out on the NYSESLAT exam. All former ELLs in college classes receive support from a high school teacher mentor.

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

Instructional strategies and grade level materials used to provide ELL-SWDs access to academic areas and accelerate English language development:

At present, the International HS for Health Sciences has no students with documented IEPs. As the school grows and as a greater proportion of the student body draws from middle schools, this is expected to change in the coming year. The guidance counselor, Principal and Special Education liaison from the CFN106 Network will review all IEP's for ELL-SWD's 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, Principal and Special Education teacher that will be retained at the time when a SWD student is enrolled will 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 (IEP's) 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 IEP's 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 enrichment program will be 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 and best practices and to access the students strengths and areas which still need improvement.

If necessary, ELL-SWD students are expected to attend extra after school home work sessions and are also enrolled in our twice weekly SIFE support class.

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

The International HS for Health Sciences will use a variety of curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's to attain their IEP goals within the least restrictive environment. Once students are identified ELL-SWD's our challenge is to find ways to teach students according to the mandates of their IEP's in the least restrictive setting. The team would meet with a Special Education teacher or service provider hired for this purpose depending on the needs of that students particular IEP in order to determine the best instructional strategies to meet the needs to that student according to their IEP. In order to service students who are struggling, each team is organized provided extra services: including one-on-one work with a teacher, small group instruction, and after school tutoring. By adapting curriculum to enable those students to succeed, by expanding the time available to team members to work with them individually, and by using the resources of paraprofessionals, student teachers and interns, they are supported in meeting the graduation certification requirements. Our plan maintains that our future students with IEP's will receive additional academic assistance in accordance with the particular needs of their individualized IEP's.

Courses Taught in Languages Other than English *①*

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

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

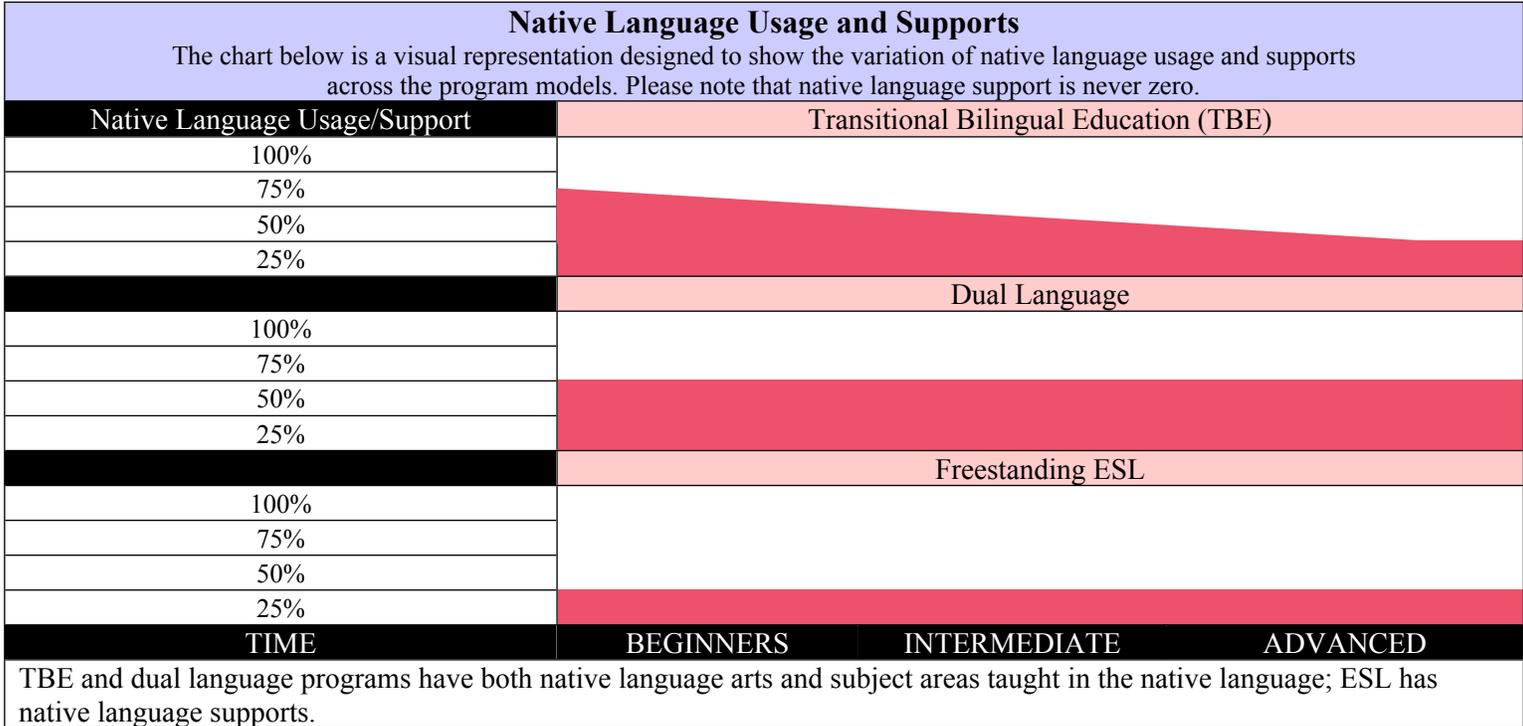
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

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



B. Programming and Scheduling Information--Continued

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

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

- Silent Sustained Reading Class—All ELL students receive targeted intervention enrichment classes in literacy and which meet two times per week for 40 minutes throughout the year during the regular school day. Group size will be maintained at 15-18 students per teacher. This class will be targeted to Beginning, Intermediate and Advanced level students. 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 English Literacy work on students portfolio projects and oral presentations.
- SIFE ESL Literacy class--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. One class each consisting of roughly 10 students will meet 2 times a week for 40 minutes each, from late September to early June. This class will target Beginning level students to help them improve on the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
- SIFE Math Literacy class- specially addresses instruction in math literacy as well as and 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. One class consisting of roughly 10 students will meet 2 times a week for 40 minutes each, from late September to early June. This class will target Beginning level students to help them improve both on the Integrated Algebra Regents as well as the NYSESLAT. Instructional material, general classroom supplies will be purchased to support this class.
- Student Community Involvement—ELL students with opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. This year, students already have participated in a planting project around the grounds of the school, and contributed analytic data to a collaborative effort that monitors the health of the Hudson River watershed. As an element of our community engagement, we are seeking opportunities to partner with our local Community Board to launch a community gardening project to foster an awareness of the connection between environmental and human health.

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 portfolio projects which include projects such as their Social Studies Research paper, Native language project, Math Project, Science project, English literary essay, Creative 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, student peer and college mentors who share a common native language. In addition, bilingual dictionaries and multi-lingual computer software are utilized as well.

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

As a new school, there is little established evidence for the efficacy of our program as we have implemented it to date. However, evidence of effectiveness in our model across the Internationals Network is demonstrated by our peer schools' high four year and six year grad rates. Of the five instructional staff joining the school, four have successfully served in an Internationals sites as have the Principal and Guidance Counselor. We seek to emulate the successful practices of our peers, and supplement it with an additional focus on college and careers in healthcare. Our second major CBO partner, the National Academy Foundation, is providing support in the creation of a strong work-based learning program, including a curriculum, advisory board structure, internship models and facilitating partnerships with academic and industry representatives. The effectiveness of our language and content integration program is monitored by our alignment to the State content standards, Performance Based Consortium rubrics and the Internationals Core Values. 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.

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

As a new school, each of the programs being offered is new. Staff members have proposed programs that have proven effective from the ELL-populated schools in which they have served, including the before-school homework help, the Math and Literacy courses as well as a silent sustained reading course. As the implementation continues, we will monitor the progress of students engaged in these activities to determine their efficacy with consideration of continuing, altering or discontinuing in favor of alternative programs. We also look forward to the continued growth in the enrollment of the school, particularly between the first and second years, for the additional capacity it will offer to diversify the range of programs we are able to implement.

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

We do not plan to make any cuts in our programs or services pending any change in the budget.

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

Since over 95% of our students are 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 following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

- Science club
- Astronomy Club
- Boy's group
- Police Explorers
- Health Occupations Students of America (HOSA)

Additionally, our students are eligible to participate in campus sports teams, where they have the opportunity to interact with a diverse cohort of teammates, many of whom are native English speakers, providing a natural context for the development of English speaking and listening skills in a natural context

- Numerous PSAL Teams

All ELLs are invited to participate in the above listed activities at the time that they register for classes each semester. At registration they meet with their guidance counselor and teachers on their instructional team who describe the different activities. Students make a selection with the assistance of their teachers. Since virtually all of our students are either ELLs the representation by ELLs in all of our school programs is substantial.

In addition, since we are working to establish an early college access program academically qualified students are entitled to take free college level classes through the College Now Program.

Funding sources for after school and supplemental services offered to ELL’s in our School:

Our school supports its programs through a mix of Tax levy and Title I funds, supplemented this year by additional funding from ARRA/RTTT funds and New School Startup allocations. The SIFE Literacy and SIFE Math classes which are held during the regular school day are currently funded exclusively with tax levy funds. The funding for the Enrichment class is also covered by regular tax levy funding since it takes place during the regular school day.

14. What instructional materials, including technology, are used to support ELLs (include 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 as a team to order classroom supplies for the ELL students they have in common. The teachers in consultation with the colleagues on their team as well as in consultation with the schools SIFE teacher and guidance counselors which classroom supplies would be most beneficial to the students in all of the schools sub-groups. This process has been undertaken with a high degree of transparency, with staff contributing to and commenting on the purchasing priorities of their colleagues on a shared electronic file, which is reviewed periodically as new budgetary resources become available. 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, Newcomers, SIFE, ELL’s 4-6 years, Long term ELL’s as well as former ELL’s Each team shares equally in the school’s NYSTL

funds and chooses for itself how they wish to spend the schools 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 classroom sets novels, textbooks, non-fiction, bilingual dictionaries as well as native language books. We have secured access for the students of our school to the campus library, which vastly increases the quantity and variety of resources available to our students. All of the materials are available to all ELL sub-groups.

Teachers are encouraged to attend ESL conferences to share information regarding various texts as well as other teaching aids and in addition our teachers work collaboratively to create their own instructional materials. Teachers utilize computer software, maps, the Internet as well as various other forms of technology which helps to maximize instruction in all content areas and within all sub-groups. Teachers in all content area have access to class sets of laptop computers with Internet access as well as two fully equipped computer carts, as well as a smaller cart containing tablet computers. Teachers are having students use power point projectors to share the results of group projects or individual research. Smart carts with laptops are bringing technology into the classroom and extending the number of computers available to students outside the computer labs.

Additionally, teachers are being added to the MyLibraryNYC program, which allows staff to borrow class sets of materials from the school, Brooklyn, Manhattan and Queens Public library systems.

The school team also is amassing a collection of booklists, articles on literacy, and reading programs for reference by the instructional teams. The NYC Writing Project Teaching Consultant additionally recommends texts that address the teaching challenges faced by our staff.

All students including ELL students in all sub-groups have access to a variety of technologies including a technology lab, wireless laptop computers. Students use various web based programs, including licenses for ILEARN and Rosetta Stone blended/distance learning programs

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

How Students' native language skills are being used for instructional purposes:

All our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. 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 will be required to include native language work as one component of their portfolio presentations throughout their four years with us. This native language work is an informational, communicative or creative piece in a language other than English, along with a written explanation of the piece in English.

16. Explain how the required services support, and resources 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 level. 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 then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL's 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 in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes. As veterans of established Internationals High Schools, our teaching staff further draws on the capacity of a network of teachers, who share materials as part of a larger learning community. This exchange is facilitated by inter-visitation, participation in workshops and peer observation and feedback cycles.

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

This school year launched with an introductory 2 day 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 new students are assessed as to their English language abilities. The commencement of classes saw the new school well below projected (and current) enrollment, so the orientation also served a culture-building capacity.

New students are assigned to heterogeneous teams (or clusters) with, as far as practicable, students who speak their native language. The new students are then 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 along with the assistance of a translator 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. These students will also have the opportunity to take the LaGuardia Community College native language assessment to determine if they are eligible to enroll in native language college classes.

18. What language electives are offered to ELLs?

The International HS for Health Sciences awards six 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.

In addition, our students are all eligible to choose from additional blended-learning language modules offered through the ILEARN program. Additionally, we have purchased a number of licenses for online language learning to serve as a pilot effort focused on supporting students who are newly arriving to the school after the conclusion of the first marking period.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional Development Plan:

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 school's sole instructional team in the school. The teachers meet twice weekly to plan, develop and implement their curriculum and instruction. The instructional team will help to hire next year's team members through the 18-D, 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 meet in cross-team groups to share student work and curriculum. They are also sharing strategies for maintaining project-based curriculum with meeting the demands of the Regents exams.

Our instructional team additionally meets regularly to discuss curriculum issues and SIFE 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 exploring several approaches in order to develop a toolbox of strategies that all of our teachers can use with students and share throughout content areas.

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

For this year's goals, the instructional teams met and completed the following school wide goals to help them address the Common Core Learning Standards.

Category: Language and Content Integration:

Goal 1: To create units that help students develop disciplinary and interdisciplinary academic language.

Category: Localized Autonomy and Responsibility:

Goal 2: To develop students' skills towards the higher levels of the New York State Performance Standards Consortium's rubric in each discipline area and to work with students on their personal and academic strengths and weaknesses through projects.

In order to assist our teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards we have planned to offer the multiple opportunities for professional development throughout the year. These professional development sessions are facilitated by fellow faculty members and school administrators.

1. Classroom Environment and Assessment: (Held: August 22-23, 2013)
 - Supporting SIFE and IEP students to access a rigorous curriculum
 - Building a supportive classroom environment from the start
 - NYS Performance Standards Consortium (NYSPSC) Portfolio Rubrics: Getting students to understand them and using them throughout the year as an assessment tool
 - Using baseline and benchmark assessments that are aligned to the Common Core
 2. Alignment of Curriculum Meetings (Conducted weekly from 2:45 to 3:45 on Wednesday afternoons)
 - Sharing unit maps and getting feedback on how to improve use of discipline specific academic language
 - Sharing baseline and benchmark assessments and getting feedback on how to develop students; skills towards higher levels of NYSPSC rubric in discipline area
 - Sharing syllabus and getting feedback on coherent curriculum throughout the year that builds on portfolio skills.
 3. Curriculum Sharing: (Planned for: January 7, 2014)
 - All teachers bring portfolio project task and sample student work to share
 - Collect feedback on how well project allowed for students to reach higher levels of the NYSPSC rubric, and how project in the future can be improved to allow for students to reach high levels of the rubric.
3. Portfolio Project Inter-Rater Reliability:

- Norming of portfolio rubrics for each project.

Goal #3. Support Provided to Staff to Assist ELL's Transitioning from middle school to high school:

Professional development for all staff at The International High School for Health Sciences is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- Peer observations: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.
- Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
- Q-TEL/OELL trainings: Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
- The Internationals' Network for Public Schools New Teacher Summer PD: This two day workshop introduces new International High School teachers to best practices and ESL methodologies.
- NAF Next Conference in Washington DC, July 2014, to consider work-based learning opportunities in the support of ELLs

Goal 4. Minimum ELL Training for all staff:

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 International High School. 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.

- Two 2-hour session on supporting SIFE and IEP students to access a rigorous curriculum (Held: August 26&27 2013)
- One 1-hour session on Academic language for ELL students: (Held: August 28, 2013)
 - Introduction on language development and our students
 - Sharing unit maps on teams and coming up with interdisciplinary academic language that the team can focus on together with ELL students.
- Two-2 hour sessions on Language and Content Integration for ELLs: (August 22-23, 2013)
 - Various language and content integration workshops led by the Internationals Network for Public Schools
- One 1-hour session using SMART board to build entry point for all ELL students (Planned for November 26, 2013)
- Two-2 hour session on Language and Content Integration for ELLs: (Planned for February 3, 2014)
 - Strategies in the classroom integrating language and content
 - Strategies:
 - The Language Experience Approach
 - Vanishing Cloze
 - Joint Sentence Construction
- One 1- hour session: Native language Use in the Classroom (Planned for March 4, 2014)
 - How to incorporate native language and use it as a support for students in the classroom
- One 1- hour session: Let's Give 'Em Something to Talk About: Language and Content Integration: (Planned for April 8, 2014)
 - Social and Academic language sentence matching
 - Barrier crossword
 - Word matching (Nominalization)
 - Cause and Effect Sentence Combining

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 will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

Other members of our non-teaching staff also attend staff development training. Our School Business Manager and Guidance Counselor take part in many of the above mentioned staff development activities along with teachers. In addition, our SBM attend an all day Children's First Network (CFN) staff development on Election day and our Guidance Counselor 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, plus many more staff members avail themselves of the professional development opportunities listed in part 2 above, everyone receives many more hours than the current 7.5 required annually.

D. Parental Involvement

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

The International High School for Health Sciences will provide all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home.

Parent Workshops---A series of workshops will be held on different topics of interest to our parents.

Our PTA will assemble a list of suggested topics and the school does its utmost to accommodate these workshop requests. This year some possible topics and projected dates based on parent feedback include:

- One 2-hour session on how parents can help their children to succeed in high school and introducing parents to the International HS instructional model. (Held: Sept. 25, 2013).
- One 1-hour sessions to: a) Title I Annual Parent Meeting; (Held: October 24, 2013).
- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. (Planned for November, 2013)
- Two 2-hour session on the communication and relationship between parents and their teens. (Planned: December, 2013)
- One 2-hour session on the Jumprope assessment system
- Two 2-hour sessions on how parents can use ARIS as a tool to keep up with how their child is doing in school. (Planned for: February, 2014).
- One 2-hour session on protecting you against job and housing discrimination and your rights presented by one of our CBO's, The Asian Americans for Equality-AAFE). (Planned for March, 2014)
- One 2-hour session on how to support students with issues of cultural adjustment and second language learning. (Planned for April 2014).
- One 2-hour session on awareness of gangs and how to keep your child safe. (Planned for May, 2014)

2. Partnerships with Community Based Organizations to offer services to ELL Parents:

We are currently working with several organizations to address needs identified to the school from the families of our students. Access to healthcare for students has been an issue at the inception of the school, so we are working to organize representation by free and reduced cost health insurers for the families of our students at an upcoming PTA meeting. We are also coordinating with the Newtown campus and the Public Health Department to locate a full-service clinic on the campus of our school, which is expected to open seven months after final approval has been granted. We are also working with several organizations, including the Arab American Family Support Center to provide a range of outreach, group work and counseling services to students and their families. Staff members also have participated in training with the Morningside Center for Teaching Social Responsibility on the implementation of Restorative Practices in the school. Crecer has also helped Spanish-speaking families with family and individual counseling. The NY State Leadership Council also is providing support for our undocumented students, including information sessions, organizing a DREAM Team group advocating for the rights of undocumented learners.

3. Evaluating Needs of Parents:

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the needs of our parents. In addition, the Parent Coordinator keeps in touch with parents in an attempt to keep a pulse on parent needs and requests. An Administrator attends the monthly PTA meetings to encourage parents to share their concerns and needs. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at PTA meetings.

4. Addressing Parent's Needs:

Parental involvement activities are addressed in collaboration with the PTA representatives to the School Leadership Team, through the efforts of the Guidance Counselor as well as through the parent surveys mentioned above in part 3. One way these needs will be addressed is through a variety of parent workshops on topics selected by parents themselves.

E. Additional Information

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

Paste response to question here:

School Name: IHS Health Sciences

School DBN: 24Q236

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
C. Anthony Finney	Principal		11/13/13
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Sarah Cunningham	ESL Teacher		1/1/01
	Parent		1/1/01
S Shao/Science	Teacher/Subject Area		1/1/01
M Ramirez/Health Careers	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Randy Pena	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01