

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

24Q236

School Name:

THE INTERNATIONAL HIGH SCHOOL FOR HEALTH SCIENCES

Principal:

C. ANTHONY FINNEY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): Q236
Community School serving
School Type: ELLs Grades Served: 9-10
School Address: 48-01 90th Street Queens NY 11373
Phone Number: 718-595-8600 Fax: NONE
School Contact Person: C. Anthony Finney Email Address: Cfinney2@schools.nyc.gov
Principal: Carl Anthony Finney
UFT Chapter Leader: Sheng Nan (Jenny) Shao
Parents' Association President: Jose Narvaez Andrade
SLT Chairperson: Alana Persaud
Student Representative(s): John M. Diaz, Tong Wang, Pei Shan, Nodira Vakhobova

District Information

District: 24 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Room 307 Flushing, NY 11354
Superintendent's Email Address: jmendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: _____

Cluster and Network Information

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

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carl Anthony Finney	*Principal or Designee	
Sheng Nan Shao	*UFT Chapter Leader or Designee	
Jose Narvaez Andrade	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
John M. Diaz Tong Wang Pei Shan Nodira Vakhobova	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	
Yu Yan Chen	Member/ Parent	
Sattorova Vakhobova	Member/ Parent	
Clara Palaguachi	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The International HS for Health Sciences is a second year high school which serves a diverse population of recently immigrated ELLs. The mission of The International High School for Health Sciences is to prepare recent immigrants to the United States for college and careers in the health care industry. In the classroom, teachers use collaborative, project-based units to integrate language and content instruction. Students work outside the school in service projects and internships to apply the lessons of the classroom in a workplace setting, and build a portfolio of experiences and network of professional contacts. The school will identify work habits, language growth, learning and health care skill outcomes to communicate clear objectives for student understanding. Partnerships between the school, families, universities and worksites build students' ability to advocate for themselves and for those in their care.

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

In 2014-15, the school has grown to enroll over 160 students representing over 30 nationalities and over 20 languages spoken in the home. The school offers extensive after school and weekend programming to support struggling learners and to provide enrichment activities for students seeking further challenges.

Because our school serves a high-need population, we provide our students with additional academic and social support so that they will graduate college-ready within four years. The school works closely with the Internationals Network for Public Schools, which is a leader in the field of ELL Educational policy and advocacy for immigrant communities.

We also work with the National Academy Foundation, which provides curriculum support for our CTE courses, and networking for work-based learning opportunities for students. Other notable relationships exist with an extensive network of community programs, including College Now, Make the Road NY, the NY Hall of Science, the Explorers Program, The Duke of Edinburgh Opportunity, the NY Academy of Sciences, the DNA Learning Center, the Theater Development Fund and Materials for the Arts among many others.

Last year, our school made significant progress in making and supporting assertions. Our last year focus was in the use of evidence to support or refute claims. This instructional focus helped us to align our projects more closely to the CCLS and integrate more higher-level thinking into the curriculum. This year, we are building on this focus with a greater emphasis on analysis as we transition towards the use of graduation portfolio projects in lieu of certain Regents exams. We are focusing on using questions and the revision process to engage students in inquiry, research and graduation-worthy projects.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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 ELL-waiver Performance Based Assessment Task (PBAT) rubrics. The school has added five teachers who have not yet implemented project-based instruction, so an additional focus will ensure instructional consistency across the school.

Part 2 – Annual Goal

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

100% of the school’s eight core content teachers (Science, History, Math, English) will develop, implement and revise at least one Common Core-aligned unit that includes a final project/assessment to be included in student portfolios by May 2015

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>In order to meet the city-wide instructional expectations for all students, by May 2015 teachers of the 5 core subjects (Math, Science, ELA, Social Studies, and Health careers) will have developed and implemented a common-core aligned unit ending in a performance task designed to satisfy the requirements of a portfolio presentation rubric. Steps towards implementing this goal include:</p> <p>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).</p> <p>Create a local portfolio committee to guide the development of project tasks, and implement the presentation of midyear and end of year portfolios</p> <p>Designate a member of the IHS-HS staff to serve as a member of</p>	Instructional staff	1. 9/ 2014 2. 9/2014 3. 6/2015	1. Principal 2. Principal, teachers, NYC Writing Project (NYCWP) coach, CFN coaches, and Internationals Network coach 3. Principal, teachers, Internationals Network Staff and

<p>the INPS Portfolio Committee to coordinate local efforts with network initiatives</p> <p>An orientation in September will be conducted to explain outcomes-based assessment and to provide training for families to monitor the marks for their students. This information also will be communicated during the registration of over-the-counter students after the start of the year, as well as at PTA and Open school sessions.</p> <p>Families will be invited to observe portfolio presentations by their students in January and June.</p>			Committee Members
<p>4. As a staff, identify a shared unit template, including specific identification of all required elements, including language and content objectives.</p>	Instructional staff	9/2014	Principal, teachers, NYC Writing Project (NYCWP) coach, CFN coaches, and Internationals Network coach
<p>5. 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 in a spirit of collaboration and trust.</p> <p>6. Principal, NYC Writing Project (NYCWP) Teacher Consultant, and CFN/INPS coaches will support teachers to develop and implement quality common core units by:</p> <p>7. Facilitating professional development activities with various support organizations such as the CFN, INPS, NYCWP & NYS Consortium</p> <p>8. 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.</p>	Instructional staff	On-Going Through June 2015	Principal, teachers, NYCWP coach, CFN coaches, and Internationals Network coach
<p>9. Providing feedback & resources in unit & assessment planning and development of outcomes rubrics through PD or discipline or 1-on-1 meetings.</p> <p>10. 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.</p>	Instructional staff	9. 9/2014, 2/2015, 6/2015 10. On-Going through June 2015	Principal, teachers, NYCWP coach, CFN coaches, and Internationals Network coach

Part 4 – Resources Needed

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

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
Meeting norms and goal-setting exercise, attendance, agenda template for local committee

Meeting Norms and goal-setting exercise, attendance, agenda template for local committee

Sample unit templates

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.

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.

Collaborative assessment of student work for each of three units. Bloom's Taxonomy & Webb's Depth of Knowledge.

TL Fair Student Funding, Title I and Title III funding will be provided for per session to allow teachers to develop curriculum aligned to the Common Core State Standards. Additional investments will be made in the licensure and utilization of Jumprope Online Outcomes-Based Assessment software, as well as Atlas curriculum mapping software.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.
1. All teachers will write approximately 20 preliminary content area outcomes for their content area that are linked to standards.
2. Committee membership, norms, goals, meeting agendas, action items and whole-staff training generated by the committee
3. Development of INPS PBAT rubrics, INPS Training modules, Meeting minutes, contributions to IHS-HS Local Portfolio committee
4. A shared unit template is developed by the end of September, and used for all units mapped for the year
5. Teachers share units and receive feedback as demonstrated by biweekly Team meeting agendas.
6. Teachers will participate in biweekly professional development program and develop Common Core based curriculum, outlooks, and curriculum.
7. All teachers meet twice each month to discuss student work.
8. Each teacher follows an individually tailored plan to address their professional development
9. Each teacher will conduct a goal-setting meeting at the beginning of the year, with reflections on progress in February and June

Teachers share units and receive feedback as demonstrated by biweekly Team meeting agendas.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

The school’s stated public mission is to prepare students with the language, understandings and skills necessary for successful college and careers in healthcare.

Part 2 – Annual Goal

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

All IHS-HS students will build college and career readiness through completion of a curriculum of study that address both educational and professional requirements of various health care professions. In the 2014-15 school year, all students will be assigned to a dedicated course in healthcare career exploration, undertake at least one unit of study in each class linking to the theme of healthcare, and have opportunities to meet with representatives from college and industry institutions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 			
<ol style="list-style-type: none"> 1. All students will undertake coursework designed to build awareness and skills associated with the healthcare industry. Parents will be invited to attend student presentations of collaborative work products from this course 2. Non CTE- and Science-courses will identify explicit interdisciplinary integration with healthcare-themes 	All students	<ol style="list-style-type: none"> 1. Introduction to A+P and Health Careers yearlong (September to June) and Biotechnology (May to June) 2. On-going through June 2015 	<ol style="list-style-type: none"> 1. Science and CTE teachers, National Academy Foundation (NAF) staff 2. All teachers
<ol style="list-style-type: none"> 3. All students will participate in college visits, with parents invited 	All students	<ol style="list-style-type: none"> 3. By June 2015 	<ol style="list-style-type: none"> 3. All teachers, Principal, Guidance

to join. 4. Opportunities will be offered for students to meet and engage professionals from the healthcare industry		4. On-going through June 2015	Counselor 4.Principal, teachers, NAF Academy Director, Guidance Counselor
5. All students will receive CPR training, with an opportunity to receive an industry-recognized certification 6. The school will initiate an Advisory Board of academic and industry representatives, as well as parent community representatives, to guide student preparation and identify opportunities for work-based learning	All students	By June 2015	5.CTE teacher, Training Provider 6.All teachers, Principal, Guidance Counselor, Academic, Industry partners
7. Implementation of a career-themed curriculum (ECCCO Curriculum) focus as a component of Advisory coursework	All teachers of Advisory courses and their students	Training by December 2014, Implementation by June 2015	All teachers, Guidance Counselor, NAF trainers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Summer staff training at Biotechnology pilot program in San Francisco, CA, Ongoing coordination with NAF curriculum developers 2. Weekly instructional Team and Discipline Meetings, Bi-Weekly PD 3. Advisory, Instructional team Meeting time to plan and implement field trips. 4. Staff per session to support out-of school networking and meeting time 5. CTE Course time 6. Staff per session to support out-of school networking and meeting time 7. Student Support Committee Training Time, NAF association Fees for trainer time

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
TL Fair Student Funding, Title I and Title III funding will be provided for per session to allow teachers to undertake additional networking and meeting activities. Additional expenses will include those incurred in bringing students to university settings, and compensate outside trainers for teacher development and certification of students.									

Part 6 – Progress Monitoring

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

7.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
8.	Specify a timeframe for mid-point progress monitoring activities.			
<p>Implementation of two career-themed courses for each student for the 2014-15 school year: (Introduction to A+P and Health Careers Hybrid and Biotechnology)</p> <p>Implementation of units including an interdisciplinary component that connects to the health-care theme of the school</p> <p>Student pre-visit questions and post-visit reflections</p> <p>List of Guest speakers, Job Shadowing and Site visits</p> <p>Number of students receiving training and certification in CPR</p> <p>Attendance, Norms and Minutes from Advisory Board Meetings</p> <p>Training on ECCCO curriculum, adaptation for use in Advisory courses</p> <p>Midyear progress will be assessed at the change of semesters in January 2015 to identify needed adjustments to meet the June 2015 goals.</p>				
Part 6b. Complete in February 2015.				
9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

As a school designed to serve the needs of a heterogeneous population of English Language Learners, specific discipline outcomes, linked to the state and Common Core standards, applied consistently across the curriculum and reinforced by the sharing of best practices will serve as an important element in focusing our instructional efforts.

Part 2 – Annual Goal

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

By June, all staff will develop shared content outcomes that address key themes of the courses they teach, as evidenced by recorded assessments of student progress on these outcomes in grading software.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust 			
<p>In order to meet the city-wide instructional expectations for all students, by June 2015 teachers of each subjects (Math, Science, ELA, Social Studies, Art, PE and Health careers) will have developed and implemented a minimum of 12 content outcomes, shared between teachers of differing sections of the same courses.</p> <p>Steps towards implementing this goal include:</p> <p>Principal sets expectation that teachers plan common content outcomes (objectives).</p>	Instructional staff	9/2014	Principal
<p>In weekly Team and biweekly PD meetings, teachers will work with peers to develop and share feedback on the common content objectives, collaborating with trusted colleagues</p>	Instructional staff	On-going through June 2015	Principal, teachers

<p>Principal, NYC Writing Project (NYCWP) Teacher Consultant, and CFN/INPS coaches will support teachers in developing and implementing quality content objectives by:</p> <ul style="list-style-type: none"> 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 content objectives c. Providing feedback & resources in unit & assessment planning and development of content outcomes rubrics d. Teachers will collaboratively assess the quality of student language that comes out of the implementation of the content outcomes 	Instructional staff	On-going through June 2015	Internationals Network for Public Schools; Principal, NYC Writing Project (NYCWP) Teacher Consultant, CFN. And INPS coaches
<p>Teachers will collaboratively assess the quality of student language that comes out of the implementation of the content outcomes</p> <p>An orientation in September will be conducted to explain outcomes-based assessment and to provide training for families to monitor the marks for their students. This information also will be communicated during the registration of over-the-counter students after the start of the year, as well as at PTA and Open school sessions.</p> <p>Teachers will present curriculum shares at PTA meetings and the Open School night to demonstrate the integration of language and content using the school's instructional model</p>	Instructional staff	On-going through June 2015	Teachers, coaches, families

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> 1. Common content 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 <p>Teacher made units and rubrics</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p> </p>									

Part 6 – Progress Monitoring

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

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

1. Teachers will develop shared language objectives.
2. In weekly instructional team and weekly discipline team meetings, teachers and coaches will engage in unit shares to collect feedback from peers on the implementation of the common language objectives.
3. Professional development on language and content integration will be offered by the Internationals Network for Public School.
4. The ELA Performance task will be used as a collaborative assessment to establish a baseline, set goals and monitor progress towards language learning objectives.
5. Midyear progress will be assessed at the change of semesters in January 2015 to identify needed adjustments to meet the June 2015 goals.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

The 2014-15 school year will double the number of teachers in the school to be assessed using the Advance system, the teacher effectiveness assessment regime that includes an observational component of 60%. The school also seeks to foster among staff a culture of institutional learning and continuous improvement.

Part 2 – Annual Goal

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

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 selecting MOTP Option 1 will receive formal observations from the administrator by mid-January, and a minimum of three informal observations by April 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
By May 2015, IHS-HS will complete the yearlong observational feedback cycles, including the all required elements for the implementation of Advance. To build awareness of the system and collaborate on student learning goals, we will: 12. Engage teachers in a collaborative development of MOSL goals 13. Train all teachers on the implementation of Advance	All teachers	By 10/2014	Principal and all instructional staff

<p>To plan for teacher goal-setting:</p> <p>14. All teachers will self-assess using the rubric and develop goals based on their self-assessment & identification of area of greatest need. .</p> <p>15. 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.</p> <p>16. 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.</p>	All teachers	<p>3. Schedule set in October, observations/feedback ongoing throughout the entire school year.</p> <p>4.10/2014</p> <p>5.By 10/2014</p>	Principal and all Instructional Staff
<p>During the school year and as appropriate for the MOTP selections made by staff, the Principal will:</p> <p>17. Complete a formal observation for all classroom teachers Complete three informal observations for all classroom teachers</p>	All teachers	By 06/2015	Principal and all instructional staff, NYC WP Coach, Internationals Network PD Providers
<p>To support teacher development, the instructional staff, with support from administration and outside partners will:</p> <p>18. Conduct a professional teacher portfolio presentation sessions, supported by PD</p> <p>19. 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.</p> <p>20. 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.</p>	All teachers	<p>7.February 2015</p> <p>8.Ongoing</p> <p>9.February 2015 and June 2015</p>	Principal and all Instructional staff

Part 4 – Resources Needed

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

4. Administration of the BOY NYC ELA Performance task, with collaborative norming, scoring and goal-setting
5. Summer Team Training, followed with beginning of year staff development
6. September before-school PD on goal-setting
7. Administrative scheduling of observation and debriefings
8. IHS-HS has several opportunities throughout the school year for staff to focus on best practices in classroom instruction:

9. 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.
 10. 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.
 11. Inter-visitation – teachers will take advantage of the opportunity to visit other Internationals and Academy sites to observe best practices
 12. Coaching – A first-year teacher will receive formal coaching from an identified staff member, and all teachers will have access to a NYC Writing Project consultant charged with focusing school instructional efforts in literacy development
- 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.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
<ol style="list-style-type: none"> 1. Principal and all teachers 2. Core instructors attend centrally administered training, all staff trained by school opening 3. Teachers complete self-evaluation / goal setting sheets 4. Schedule created and implemented. All formal and one informal to be completed for each teacher by mid-January 5. All conferences completed by mid-October 6. All formals completed using Advance tool by mid-January 7. PD on development, presentations of Teacher Portfolios in March 8. Ongoing conferencing between NYCWP coach and staff 9. February portfolio reflection, June reflection, goal-setting task complete by June <p>All informal observations complete by March</p>				
Part 6b. Complete in February 2015.				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

IHS-HS serves a heterogenous population of learners with SIFE and literacy/numeracy challenges in addition to their ELL status, so extra in- and out-of-classroom supports are required. To ensure student access to these supports, we will monitor and promote student attendance which 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

Part 2 – Annual Goal

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

We seek to surpass last year’s 92% average student attendance for the 2014-15 school year, and to engage struggling students in appropriate after school support programs. All staff will regularly collect and analyze student data, including attendance, using shared protocols during team and guidance meetings to identify and monitor implementation of interventions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
IHS-HS will utilize all available resources to encourage regular student attendance and success in the classroom. 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	All Students	1. On-going through June 2015 2. On-going through June 2015 3. On-going through	4. All staff 5. All staff; citywide translation services 6. Guidance counselor and all teachers

<p>Advisor's capabilities;</p> <p>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.</p>		June 2015	
<p>Additionally, the school will:</p> <p>4. Teach parents how to use Jump Rope in order to monitor their children's attendance from home or work;</p> <p>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;</p> <p>6. Provide Wake Up services, where circumstances are deemed appropriate;</p> <p>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;</p> <p>8. Collect hourly attendance for all core classes using the Jumprope software;</p> <p>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.</p>	All parents, students	<p>7. February 2015 parent meeting</p> <p>8. As needed</p> <p>9. As needed</p> <p>10. September 2014</p> <p>11. On-going through June 2015</p> <p>12. Monthly through June 2015</p>	<p>4. Principal, Jump-Rope coordinator (teacher), and guidance counselor</p> <p>5. Network Attendance teacher, guidance counselor, principal, and advisor (teacher)</p> <p>6. DOE Wake-Up service</p> <p>7. Business manager, principal</p> <p>8. Business manager, principal</p> <p>9. Principal, Guidance Counselor, teachers</p>
<p>Additionally,</p> <p>10. Teachers will 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;</p> <p>11. Additional resources (Principal, Attendance Teacher, etc.) will be deployed on a case-by-case basis.</p> <p>12. Teachers will monitor assessment data for all students in their classes, as well as assessments for all classes of their assigned advisees.</p>	All instructional staff	<p>10. On-going through June 2015</p> <p>11. As needed</p> <p>12. On-going through June 2015</p>	<p>10. Teachers</p> <p>11. Principal, Attendance Teacher, guidance counselor</p> <p>12. Teachers</p>
<p>The school will offer outside-school hour support sessions for history, math, science, physical education and English courses.</p>	All students, with a focus on SIFE, above-age/under credited,	On-going through June 2015	Principal and Teachers

	low assessment scoring students		
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Part 4 – Resources Needed

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

The additional minutes included in the new UFT contact intended for family engagement will be used per the standard SBO option on Tuesdays to support our attendance goal in the context of conducting additional outreach with families. Projects include additional calls to home, face-to-face meetings, the publication of a school newsletter, and digital media resources that parents can access from anywhere they have access to the Internet.

Other resources include:

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. Advisory
11. Additional resources (Principal, Attendance Teacher, etc.) as needed
12. Advisory class time, Team and Team Liaison meetings

Before school, after school and Saturday support class offerings

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

4. Daily attendance will be at or above 90%. Individual student lateness will be less than 10%.
5. Daily attendance will be at or above 90%. Individual student lateness will be less than 10%.
6. Daily attendance will be at or above 90%. Individual student lateness will be less than 10%.
7. 25% of parents will log-in to Jump-Rope at least once between February and June 2015.
8. Individual student attendance and/or lateness of less than 90%.
9. Individual student attendance and/or lateness of less than 90%.
10. Staff members are identified.
11. Hourly attendance is collected for all core classes using the Jumprope software daily.
12. Student attendance an agenda focus during the last guidance meeting of every month.
13. Individual student attendance and/or lateness of less than 90%.
14. Individual or collective student attendance and/or lateness of less than 90%.
15. Staff members will conference with struggling students, and contact families to discuss support options

Teachers will use additional contracted professional development time on Tuesday afternoons to conduct outreach to families, including:

Arrangement of face-to-face meetings

Making calls to homes of students with issues of lateness or absenteeism

Updates to the school's online communications to create additional means of updating families

Creation of a monthly newsletter to disseminate information about the school and its programs for families

Additionally, families will be invited to attend Saturday ESL courses offered on the Newtown campus

Evidence of success will include student engagement in support programs, with higher passing and Regents exam scores than recorded in 2013-14

Part 6b. Complete in February 2015.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELA status as determined by ELA Performance task, NYSELSAT or Low scores on teacher-created assessments.	Academic Literacy skills including close reading and contextualizing arguments, SIFE Instruction	Small group instruction	Before school, Wednesday and Friday Literacy Support Group
Mathematics	Regents score below passing, Low scores on teacher-created assessments.	Tutoring, Saturday Math Academy Regents Exam and CC Algebra preparation,	Small group instruction	Before school, Saturday Academy
Science	Low scores on teacher-created assessments.	Tutoring, Experimental design and supporting hypotheses with data, Science research Group, Science Support Class	Small group instruction	Before school, After school, Lunch
Social Studies	ELA status as determined by ELA Performance task, NYSELSAT or Low scores on teacher-created assessments.	Academic Literacy skills including close reading and contextualizing arguments, SIFE Instruction, College Now Preparation	Small group instruction	Before school, Thursday after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral issued by Guidance Team	Counseling, Boy's Group	Small group sessions, one-on-one, family sessions	Before school, Advisory Period, Lunch, After school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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 (Tuesdays and Thursdays) as well as to engage in interdisciplinary project planning and analysis of student work (Mondays). 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).

Part 3: TA Schools Only

3a. 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.

3b. TA Coordination with the Regular Program

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

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.

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL Committee, made up of the entire staff, analyzed and discussed appropriate assessment measures for the entire school. In addition, they surveyed the teachers in order to receive feedback about the correct assessments to choose. Subject area teams meet a minimum of once weekly to discuss curriculum and assessment. Teams work together with the support of administration to choose common assessments to help track student progress. In addition, we have used a standards-based assessment system since 2013, that calls for multiple forms of assessment. Teacher teams analyze data from this system to make changes to instruction and better serve student needs. Students are given multiple opportunities to achieve learning goals through a variety of assessments. Over the past year, the PD committee, made up of teachers, has worked to create staff-wide PD to support teachers in this work.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$59,288	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal		X	
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,200	X	
Tax Levy (FSF)	Local	\$1,017,736	X	

¹Explanation/Background:

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

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

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

13. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

14. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

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 the school. **The International HS for Health Sciences**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The International HS for Health Sciences** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

The International HS for Health Sciences, 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.

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q236 School Name: International HS for Health Science

Cluster: One Network: CFN106

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

Part A: Needs Assessment Findings

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

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

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

The needs assessment of our school written translation and oral interpretation policy are summarized as follows: All of students entering International High School come from families who are recent immigrants and have been in the US for less than 4 years at the time they apply. Due to this admission policy it is generally acknowledged that the majority of our parents will need both written translation and oral interpretation. Our students and their families come from 30 countries and speak over 20 different languages. The five largest language groups represented in our school are Spanish, Tibetan, Arabic, Chinese and French.

As per Chancellor's Regulations A-613 we provide translation services to all parents whose primary language is a covered language and who require language assistance services. In addition, when we have more than 10% of our parents who speak a primary language that is neither English nor a covered language, we obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required. Currently we have a total of 56 families who may require translation and interpretation services. The largest number of our parents speak languages as follows: Spanish speakers-56%, Tibetan speakers 7%, Arabic speakers 7%, Chinese speakers 5%, French speakers 4%. The remaining 6 families (11%) speak 6 other languages. When needed or requested we utilize the Translation and

Interpretation unit to communicate and interpret for these parents at conferences and meetings.

- This information is reported to our parents and the school community through our School Leadership Team and is also a part of our School Parent Compact and School Parent Involvement Policy section of the school's LAP and in the CEP which are created together with our parent representatives. These documents are also distributed to parents at PTA meeting through the Parent Association as well as through our school newsletter which is mailed home to all parents and also handed out to parents at the parent orientations offered twice per year for new students. In addition, these documents are available to the entire school community in the main office of the school.

Part B: Strategies and Activities

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

All letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, Chinese, Bengali, Russian, Arabic, Polish, Korean, Urdu, Haitian-French, and other languages as the need arises.

- International High School utilizes a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, plus our Newtown campus partners many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese (Mandarin and Cantonese), French, Haitian-Kriyol, Albanian, Tagalog, Japanese, and Russian. Our staff members have been very willing to help out by providing written translations whenever possible. Parent volunteers: have been very generous with their time in helping to translate shorter documents. For shorter letters or documents we are often able to obtain help with written translations from former Internationals Network students. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools who are able to share resources and written translations when necessary. Finally, when a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations

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

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

- The International High School for Health Sciences utilizes a wide variety of strategies in order to provide oral interpretation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese (Mandarin and Cantonese), Tagalog, French, Japanese and Russian. Our staff members have been very willing to help out by attending parent meetings and conferences in order to translate for parents. We also depend on Parent volunteers who have been very generous with their time in helping to translate for other parents as well. We are also able to call upon recent graduates as well as members of the Newtown campus community to help with oral translations for parents. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools who are able to share resources and if they have a staff member who speaks a language we cannot provide we can arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the telephone

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

The International High School for Health Sciences takes the responsibility of providing each parent with written translation and oral interpretation services extremely seriously. Every effort is made to ensure that parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered receive those services as well as instructions on how to obtain such services. Notification to our parents is made in a variety of ways. We strive to translate documents to the families in their native language. Our staff works together to make calls to families in their native languages, notifying them of meetings, events, and advising them of the progress of their individual students.

In addition to sharing materials provided by the City in the native languages of our families, materials published by the school are translated using in-house staff, members of the translation unit and DoE-approved vendors, including Big Word to provide written and oral translation. To ensure the timeliness of translation, IHS-HS anticipates translation requirements, and utilizes resources to ensure that they are available at the same time that they would be distributed to English-speaking students. Examples of translated materials include informational brochures, instruction sheets for accessing on-line grading systems, PTA/SLT meeting materials and correspondence to home. Students and staff additionally have initiated a school newsletter, which is published monthly, and regularly update the school website and social media feeds with materials in the many languages of our school. The school additionally has installed signage which identifies our classrooms and guides families to the offices within the school in a number of the high-frequency languages spoken in the school community. To provide for outside translation at planned Parent-Teacher Nights, the school has requested, with the support of the SLT and PTA, calendar changes to consolidate meetings to a single day, with scheduled appointments for which translation services may be sourced in advance.

Our Guidance Counselor holds an orientation for new parents twice a year in August and in February through the Parent Association which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at the parent teacher conferences held in October and again in March.

- The information is to be posted in a conspicuous location near the primary entrance to the high school's main office and the guidance counselor's space in the covered languages. This notification indicates that a copy of the written notification of the parent's rights regarding language assistance services and translation services are available from the Guidance Counselor in the office located in room 455.
- International High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- "Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language shall obtain from the Translation and interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section." At International High School the only language spoken by over 10% of the students is a covered language. (Spanish).
- International High School will provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services on its school website.



Department of English Language Learners and Student Support

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 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: Int'l HS for Health Sciences	DBN: 24Q236
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The International High School for Health Sciences will implement a content-based ESL program for our heterogenous population of ELL students. Teams of teachers (five per team) will design and implement standards-based, interdisciplinary, project-based curricula for their students. All classes will be taught in English, following the Internationals Network model of content and language integration. Teachers in all content areas will be trained to incorporate ESL methodologies and strategies for language acquisition and development. All ESL teachers are fully licensed and content teachers receive more that 10 hours of ESL training annually.

Through the direct instruction supplemental program, ELL students will have the opportunity to enhance their English through participation in language-rich extra-curricular programs designed to meet their unique linguistic needs, while allowing students to explore their interests and talents. The direct instruction supplemental program began the first week in October and will end on June 12, 2015.

Program offerings will include Academic Enrichment in Science and Social Studies Through ESL, Literacy Circle, and a Biliteracy Program for native speakers of French. All programs will place particular emphasis on the development of ELLs' speaking skills and in targeted skill development in literacy and numeracy. These programs will be held before and after school to maximize opportunities for student participation. The supplemental instructional program will serve ELLs in 9-10th grade who score at the beginner and intermediate levels of the NYSESLAT. Subgroups of students to be served include our SIFE population, native speakers of French and ELLs with special needs. All supplemental programs will be taught in English by ESL-certified teachers or are co-taught by content and ESL-certified instructors. Four teachers participate in the direct instructional supplemental program.

Literacy Circle: An ESL-certified teacher will plan and teach this program that focuses on targeted literacy development for 9th and 10th grade beginner level ELL students as well as SIFE. The class will provide supplemental small group instruction for 12 ELL students. It meets Wednesdays and Fridays from 3:00 - 4:00 for a total of 60 sessions. The language of instruction is English. Materials include teacher-created materials as well as low lexile English language readings.

Academic Enrichment in Science and Social Studies: All ELLs are invited to participate in the Academic Supplemental program. 50 ELL students/week will participate, from grades 9-10. The Academic

Part B: Direct Instruction Supplemental Program Information

Enrichment classes will be co-taught by a Science-certified teacher, a Social Studies certified-teacher and ESL-certified teachers. The program will offer ELLs the opportunity to receive additional instruction to ensure that these students have increased interaction with course material to deepen their learning. The program is available on Monday through Friday from 7:40 - 8:40 for a total of 80 hourlong sessions. The language of instruction is in English. Materials: leveled informational trade books, BrainPop online program, teacher-made materials, and other Internet resources.

Biliteracy for native speakers of French Program:

8 ELLs in grades 9-10 from Francophone countries will participate in a biliteracy class co-taught by a native speaker (provided by the French Consulate) and an ESL-certified Francophone teacher. This class offers additional structured opportunities for students to develop academic language in English by scaffolding similar skills within their native French. The biliteracy program targets the language skills necessary for students to develop their French academic language and to transfer that knowledge to English. The students in the french-speaking subpopulation of the school include struggling learners whose lack of academic language skills in their native French is an impediment to their acquisition of these skills in English. The program, by combining the efforts of ESL and French teachers will serve as a bridge from first- to second-language proficiency. The program will meet Wednesdays from 3:00 - 4:30 for a total of 30 sessions. The focus is on literacy development. The primary language of instruction will be in French, with regular reference to English. Materials will include novels, newspapers, and magazines.

Part C: Professional Development

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

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

Begin description here: acquisition of these skills in English.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: Our Guidance Counselor is responsive to the needs of our parents, who are all parents of ELLs. Working with the Principal, he conducts a needs assessment to determine which CBOs to invite and which topics to cover at parent meetings pertaining to ELLs. All information sent to parents regarding said meetings is translated and translators are made available during the meetings.

Parent meetings are specifically designated for ELL parents, as all students in the school are ELLs. The dates for PA meetings are as follows: Topics by date Match topics and date and add in the times.

The meetings will be scheduled from 5-7:30pm and will be facilitated by the Guidance Counselor (Randy Pena) and Principal Anthony Finney. Outside providers including Make the Road and other local CBOs may present. Topics at meetings will include:

- 10/7 -Introduction to project and outcome-based assessment for ELLs
- 11/6 - Reviewing academic progress for ELLs and improving school-family communication
- 12/2 -Accessing before/after school academic supports and enrichment programs for ELLs, including community-based resources
- 1/6 -Resources to support ELL students in the portfolio process part I
- 2/3 - Credit accumulation and Regents supporting ELLs
- 3/3 - Supporting ELLs academic and social development
- 4/13 - Applying for academic programs, work based learning opportunities and summer internships
- 5/5 - College application process specific to immigrant and ELL issues
- 6/2 - Resources to support ELL students in credit accumulation the portfolio process II

Translation for our ELL families will provided by staff. CBOs include CBOs, Morningside Center for Teaching Social Responsibility, and the National Academy Foundation.

- ESL classes are provided from October through June on Saturdays from 10-12 on site by our partner school, Newtown High School.

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____