

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q236

School Name:

INTERNATIONAL HIGH SCHOOL FOR HEALTH SCIENCES

Principal:

CARL FINNEY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The International High School for Health Sciences School Number (DBN): 24Q236
Grades Served: 9-11
School Address: 48-01 90th Street Queens NY 11373
Phone Number: 718-595-8610 Fax: 718-595-8605
School Contact Person: Cal A. Finney Email Address: Cfinney2@schools.nyc.gov
Principal: Carl Anthony Finney
UFT Chapter Leader: Sheng Nan Shao
Parents' Association President: Jose Narvaez Andrade
SLT Chairperson: Catherine McManus
Title I Parent Representative (or Parent Advisory Council Chairperson): Jose Narvaez Andrade
Student Representative(s): John M. Diaz, Tong Wang, Pei Shan, Nodira Vakhobova

District Information

District: Affinity Superintendent: Kathy Pelles
Superintendent's Office Address: 335 Adams Street, Room 508 Brooklyn NY 11201
Superintendent's Email Address: KPelles@schools.nyc.gov
Phone Number: 718-923-5181 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street Brooklyn NY 11201

AAnorma@schools.nyc.gov

Director's Email Address:

718-935-5618

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|----------------------|---|-------------------------|
| 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 (staff), if applicable | |
| | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| John M. Diaz | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Tong Wang | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | CBO Representative, if applicable | |
| Catherine McManus | Member/ Assistant Principal | |
| Randy Pena | Member/ Guidance Counselor | |
| Yu Yan Chen | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------------|--|----------------------|
| Sattorova Vakhobova | Member/ Parent | |
| Clara Palaguachi | Member/ Parent | |
| Pei Shan | Member/ Student | |
| Nodira Vakhobova | Member/ Student | |
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The International HS for Health Sciences is a third 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 work sites build students' ability to advocate for themselves and for those in their care.

In 2015-16, the school will grown to enroll over 200 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.

Framework for Great School Components:

Rigorous Instruction

Last year, our school made progress in giving evidence to support claims. This instructional focus helped us to continue our long-term goal of integrating more higher-level thinking skills into the curriculum. In the Quality Review, a Developing rating was given for components 1.1, 1.2 and 2.2, indicating that rigorous instruction presents additional room for growth.

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. In lieu of social studies and science Regents exams, students must complete graduation portfolios in English, Science, Social Studies, Math, and Native Language Arts. Students will be graded according to a rubric jointly developed with other pilot schools. IHS-HS will continue to develop and provide staff access to professional development both in school and outside of school. The goal of this work is 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.

Supportive Environment

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. This foundation served as evidence to support a Proficient rating for the 2015 Quality Report.

In the coming school year, the school will build upon this work with the participation by staff members in training on restorative practices, to continue to create a supportive environment, and to align with the revised Citywide Behavioral Expectations.

Collaborative Teachers and Effective Leadership

Quality Indicators from the 2015 Quality Review offered evidence to support a Proficient rating for this component, on the basis of the school's existing committee structure. We seek to maintain successful practices in this component, and build upon them with the creation of an additional committee to support the implementation of internship experiences for 11th grade students. To facilitate greater communication and coordination among more numerous committees, each with their own particular focus, the school will convene a 'Coordinating Council' which will include members from each committee. The work of all committees will further be supported with the provision of additional meeting sessions, and clear expectations for the roles, norms and reporting requirements for each working group.

Strong Family and Community Ties

IHS-HS has cultivated a strong set of community-based partners supporting the academic, social and emotional development of our staff and students. In 2015-16, we seek to continue our progress in this component through the implementation of our first year of 11th grade internships, which will place students in work-based learning sites in the second semester of the school year. In the 9th and 10th grade cohorts, students will engage in 'community walks' to create awareness among our class body of resources within our community and to build recognition of our new and growing school.

24Q236 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|-------|------------------|---|---|-------|
| Grade Configuration | 09,10 | Total Enrollment | 161 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 6 | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | | 182.0% | % Attendance Rate | | 92.4% |
| % Free Lunch | | 84.0% | % Reduced Lunch | | 16.0% |
| % Limited English Proficient | | 96.0% | % Students with Disabilities | | N/A |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | | N/A | % Black or African American | | 4.0% |
| % Hispanic or Latino | | 72.0% | % Asian or Native Hawaiian/Pacific Islander | | 16.0% |
| % White | | 8.0% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | | 1.34 | # of Assistant Principals (2014-15) | | N/A |
| # of Deans (2014-15) | | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | | N/A | % Teaching Out of Certification (2013-14) | | 43.0% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | N/A | Average Teacher Absences (2013-14) | | 1.8 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | | 61.2% | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | | Recognition | | |
| In Good Standing | | | Local Assistance Plan | | |
| Focus District | | X | Focus School Identified by a Focus District | | |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |

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

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

Part 1 – Needs Assessment

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

In the 2015-16 .school year, IHS-HS will implement graduation worthy portfolio assessments for the first time, beginning with the Historic Essay in January 2016, for which 100 percent of the school's 11th grade students will be coached and supported to attempt. From 2103 to 2015, IHS-HS has cultivated a portfolio-based assessment culture through the parallel implementation of reflective semester portfolios each January and June, using non-commencement-level projects and presentation rubrics. No students have attempted the Global History Regents exam, as the portfolio opportunity was created as an option between the 2013-14 and 14-15 school years. This year's first implementation will mark important progress towards satisfying graduation requirements in the history discipline.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 2016, 100% of the 11th grade students will be supported in the preparation and presentation of a graduation-worthy historical essay designed to satisfy the requirements of the NY State ELL waiver-approved rubric. 100% of the school’s other core content teachers (Science, 9/10th History, Math, English) will develop, implement and revise at least two Common Core-aligned units that includes a final project/assessment to by May 2016.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>In order to meet the city-wide instructional expectations for all students, by May 2016 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 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> | <p>Instructional staff</p> | <p>9/ 2015 9/2015 6/2016</p> | <p>1. Principal</p> <p>2. Principal, teachers, NYC Writing Project (NYCWP) coach, CFN coaches, and Internationals Network coach</p> <p>3. Principal, teachers, Internationals Network Staff and Committee Members</p> |
| <p>As a staff, identify a shared unit template, including specific identification of all required elements, including language and content objectives.</p> | <p>Instructional staff</p> | <p>9/2015</p> | <p>Principal, teachers, NYC Writing Project (NYCWP) coach and Internationals Network coach</p> |

| | | | |
|--|---------------------|--|--|
| <p>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>Principal, NYC Writing Project (NYCWP) Teacher Consultant, and INPS coaches will support teachers to develop and implement quality common core units by:</p> <p>Facilitating professional development activities with various support organizations such as the INPS, NYCWP & NYS Consortium</p> <p>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> <p>Students presenting commencement portfolios will receive close mentoring with instructional staff during scheduled meetings on Tuesdays from 3-4 pm in a small group setting. The weekly ‘look-fors’ will be communicated by instructional staff who created the portfolio projects to be presented</p> | Instructional staff | On-Going Through June 2016 | Principal, teachers, NYCWP coach, and Internationals Network coach |
| <p>Providing feedback & resources in unit & assessment planning and development of outcomes rubrics through PD or discipline or 1-on-1 meetings.</p> <p>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 | 9/2015, 2/2016, 6/2016 On-Going through June 2016 | Principal, teachers, NYCWP coach, and Internationals Network coach |

Part 4 – Budget and Resource Alignment

| |
|---|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>IHS-HS will utilize per funding to support progress towards the goal for 5a by:</p> <p>TL Fair Student Funding, Title I and Title III funding will be provided for per session to allow teachers to meet and to develop portfolio-based curriculum aligned to the Common Core State Standards.</p> <p>Licensing and utilization of Jumprope Online Outcomes-Based Assessment, and Atlas curriculum mapping softwares.</p> |
|---|

Fees for professional development / staff training on the use of Jumprope / Outcomes-based assessment

Allocation to the Internationals Network for Public School, which in 2015-16 will assume components formerly administered by the CFN106 team, including instructional coaching and support training and resources for the implementation of graduation-worthy portfolios.

Per session session funding to support teacher planning activities, participation in Internationals network professional development, including workshops, inter-visitations and service on committees.

Procurement of books at varied reading levels and languages to support native language retention while promoting the development of English language proficiency

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | X | Title III, Immigrant |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By October

A shared unit template is developed and used by all teachers for all units mapped for the year

Each teacher will conduct a goal-setting meeting at the beginning of the year, with reflections on progress in February and June

All teachers will join a standing staff committee, and use the first sessions to identify shared norms and goals.

February 1st,

All teachers will have written approximately 20 content area outcomes for their content area that are linked to standards

Throughout the year

All teachers will share units and receive feedback in instructional team, discipline or mentor meeting settings

All teachers use at least one discipline team meeting to discuss student work

All staff committees will document their peer-led training through meeting agendas, action items and whole-staff training resources generated by the committee.

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

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

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

Part 1 – Needs Assessment

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

IHS-HS serves a diverse community of English language learners from different cultures, ethnicities, faiths, educational and immigration experiences. Communication difficulties, coupled with the inherent challenges of being an immigrant adolescent in New York City, can create stressful circumstances and exacerbate prior trauma.

In the 2015-16 school year, we serve students from over twenty home countries speaking over fifteen different languages at home. Additionally, the school supports sub-populations within these communities with interrupted formal education, and undocumented immigration statuses. Even students who attended school consistently in their home countries tend to be over age and under-credited compared to their native-born peers, due to the inability for much of their coursework abroad to satisfy New York state crediting requirements. These challenges create stress for students that calls for a supportive environment to create a sense of safety needed to tackle the intellectually risky work of acquiring proficiency in a second language, and applying it to graduation-worthy work products.

From 2013-15, our school created structures to provide social and emotional support for its students, including provision of each student with a faculty Advisor, regular guidance meetings among instructional teams, access to a Bilingual Counselor and a liaison body for students to address their concerns directly to administration. However, inconsistencies yet exist among instructional staff, particularly around the implementation of restorative practices recently incorporated into the City’s discipline code. We seek to further develop our practice in implementing restorative practices more consistently and strengthening our ties with the community of learners and their families who we serve.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

IHS-HS will engage in a sustained collaborative effort to cultivate a school culture that is characterized by mutual understanding, clear behavioral expectations and consistent implementation of restorative practices to guide students and staff towards meeting those goals.

All staff will participate in the development of clear expectations and receive ongoing training support in the implementation of restorative approaches to discipline. Additionally, one member of each of our three instructional teams will receive intensive training to serve as a resource for implementing these practices.

By June 26, 2016:

- A committee to address student support needs will be created that will convene twenty times over the course of the school year to plan and implement an advisory curriculum, including components of explicit instruction in restorative practices.

-100% of teachers will have participated in a minimum of two restorative practice in-school professional development workshops.

- One teacher from each of the three instructional teams will have completed an intensive restorative practice workshop offered by a community-based organization.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | 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? |
|--|--|---|--|
| All returning staff will be offered an opportunity to undertake compensated training on restorative practices with community partners. | All staff | 07/2015 – 09/2015 | Assistant Principal, Bilingual guidance Counselor |
| All staff will participate in an exercise to clarify schoolwide behavioral expectations and non-academic skills | All staff | 09/2015 | Teachers |
| All staff will engage in ongoing professional development in the implementation of restorative practices and provision of social/emotional support for students | All staff | 09/2015 – 06/2016 | PD Committee, guidance and administrative staff |
| The Advisory council (made up of students and administration) and the SLT will organize a pilot 'community walk' modeled on the successful practice of our sister school Oakland International HS in California. | Advisory Representatives, SLT, All staff | 02/2016 | SLT, Advisory Representatives |

Part 4 – Budget and Resource Alignment

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

1. List of behavioral expectations posted in each classroom of the school.
2. Clarified procedures and role assignment for managing infractions against behavioral expectations
3. Planning and training documents prepared by the PD committee for whole staff trainings on restorative practices
4. Community walk planning and post-implementation reflection documents, including ‘next steps’ to make this a recurring feature of our school’s engagement with its communities

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By October 30th, 2015:

A list of behavioral expectations posted in 100% of the school's classrooms

A staff handbook with written procedures and role assignments for managing infractions will be distributed to all staff members

By February 1st, 2016

A staff committee will conduct at least two PD sessions on the implementation of restorative practices during whole staff professional development sessions.

75% of students who were in enrolled in the school on the dates of community walks will participate in and reflect upon the experience

100% of teachers involved in community walks will complete a post-implementation reflection document.

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

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

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

Part 1 – Needs Assessment

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

As a school designed to serve the needs of a heterogeneous population of English Language Learners, specific discipline outcomes, with benchmarks for 9, 10 and 11th-grade levels, 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Collaboration among teachers is a key component of the Internationals principles, and is one of the four core school values. Consequently all of the foundational work we are doing to develop graduation-worthy portfolios also goes to develop and strengthen collaboration skills. The goal of working collaboratively is particularly crucial to our development as a portfolio-based school. By June 2016, 100% of teachers in commencement portfolio-terminating courses will draft and assess student progress on course learning outcomes aligned to approved commencement-level rubrics. Non-portfolio course teachers will identify benchmark indicators progressing towards the graduation rubrics to ensure the alignment of pre-commencement-level courses to graduation-worthy standards.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>In order to meet the city-wide instructional expectations for all students, by June 2016 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. Courses within a common sequence (history, math, social studies, science) will select benchmarks aligned to the ELL-waiver approved commencement portfolio rubric and CCLS.</p> <p>Steps towards implementing this goal include:</p> <p>Principal sets expectation that teachers plan common content outcomes (objectives) that align from beginning to commencement levels of proficiency, typically in the 11th and 12th grades.</p> | <p>Instructional staff</p> | <p>9/2015 – 6/2016</p> | <p>Principal</p> |
| <p>In weekly Team and biweekly PD meetings, teachers will work with peers to develop and share feedback on the common content objectives.</p> | <p>Instructional staff</p> | <p>On-going through June 2016</p> | <p>Principal, teachers</p> |
| <p>Principal, NYC Writing Project (NYCWP) Teacher Consultant, and INPS coaches will support teachers in developing and implementing quality content objectives by:</p> <ol style="list-style-type: none"> Participating in professional development on portfolio-based assessment given by the Internationals Network for Public School Designation of a member of staff to serve as a portfolio committee chair to the INPS Creation of a local portfolio committee Familiarizing teachers with city-prioritized common core standards, and guiding them in developing common content objectives | <p>Instructional staff</p> | <p>On-going through June 2016</p> | <p>Internationals Network for Public Schools; Principal, NYC Writing Project (NYCWP) Teacher Consultant, and INPS coaches</p> |

| | | | |
|---|---------------------|----------------------------|-----------------------------|
| e. Providing feedback & resources in unit & assessment planning and development of content outcomes rubrics | | | |
| 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. Teachers will present curriculum shares at PTA meetings and the Open School night to demonstrate the portfolio based assessment content using the school's instructional model | Instructional staff | On-going through June 2016 | Teachers, coaches, families |

Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| 1. Common content objectives within grade leveled discipline courses and vertically-aligned between junior and senior institutes | | | | | | | | | | | |
| 2. Teacher-made units | | | | | | | | | | | |
| 3. Professional development about portfolio assessment by the Internationals Network for Public School; Common Core standards | | | | | | | | | | | |
| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | X | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By October 100% of teachers will present draft curriculum maps, syllabi and grading policies for feedback from administrators. By November, all teachers will participate in a curriculum share/feedback/revision cycle focused on improving curriculum planning. |
| By January 2016, 100% of students will be supported in the presentation of a midyear portfolio, presented and scored by teachers using a mutually recognized rubric for each work product presented. |
| By March 2016, common subject teachers will review assessment data from portfolio projects and Regents administered in January, identifying instructional priorities and sub-populations of students in need of targeted assistance. |

By June 2016, subject area teachers will select proficiency-level indicators for learning outcomes aligned to the NY State-endorsed rubric for graduation worthy portfolio projects, offered under the ELL waiver.

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

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

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

Part 1 – Needs Assessment

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

IHS-HS is a school in the process of growing, adding an additional grade cohort of students and staff with each passing year. While leadership was cited as an area of strength in the school’s most recent School Quality Review and PPO, the increasing size and complexity of the program require ongoing attention to the cultivation of teacher leadership and internal communication and collaboration among staff.

The 2014 school survey indicated that Effective School Leadership was an area of celebration, with a responses 97% favorable response rating from 100% of teachers. At an end-of-year community circle facilitated by our Guidance Counselor, however, several staff members indicated a desire for even stronger structures for communication. Instructional teams and discipline partners did not have significant common planning time, and non-instructional professional duty roles were not always explicitly communicated. The time allotted for committee meetings was cited as too infrequent to permit effective progress towards the goals of the group.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will implement a committee structure designed to focus sustained effort priority initiatives, including advisory social emotional support, professional development planning, internship and implementation of portfolio-based assessment. Each of these four committees will send a designated representative to a ‘Coordinating Council’ which will serve to facilitate communication among teams of teachers serving in different committees, as well as with members of non-instructional staff, including counselors and administrators.

By September 12th, 2016 Committee assignments will be made, and a calendar for sessions will be set for the school year to come. A template for setting the agenda, and reporting meeting minutes will be selected. Members will undertake norm-setting exercise, including roles for reporting the work of the committee.

By October 5th, each committee will identify a representative to the Coordinating Council, which will meet to set a calendar for meetings through the school year.

By October 15th, all professional duty roles and period assignments will be set to ensure that the school's distributed leadership functions are fulfilled in an equitable manner that considers staff preferences.

By June 2016, each committee will have met approximately 20 times, and the Coordinating Council will have met at least eight times.

By June 2016, 100% of teaching staff will receive feedback on their service in professional committees through the relevant components of the Advance Framework.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>The school will adopt and present to all staff a committee structure designed to meet school-wide objectives, with a description of the scope, membership, role and meeting times for each.</p> | <p>All staff</p> | <p>07/2015-09/2015</p> | <p>Administration, UFT Representative</p> |
| <p>Common meeting protocols and norms for the functioning of committees will be selected and communicated to staff, to serve as best practices for the operation and communication of teams. The final, accepted draft will be documented in the staff handbook.</p> | <p>All staff</p> | <p>09/2015</p> | <p>Administration, UFT Representative</p> |
| <p>Instructional teams will nominate members to serve on each of the adopted committees. Committee chairs will be selected from among the members of each, to serve on the Coordinating Council. All teaching staff will serve on at least one committee.</p> | <p>All staff</p> | <p>09/2015</p> | <p>All staff</p> |

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|--|-------------------------------|---|-------------------------------|
| A separate committee including representatives from each of the three instructional teams and administrators will form and meet on a weekly basis to coordinate general efforts and to serve as a venue for teachers to communicate emergent issues with each other and school administrators. | Administration, Team Liaisons | 09/2015 form, Meet weekly throughout the year | Administration, Team Liaisons |
|--|-------------------------------|---|-------------------------------|

Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. Collaboratively developed list of committees, including roles 2. Collaboratively selected meeting norms and protocols 3. Bi weekly meeting schedule times allotted for teacher committees and weekly meeting time for team liaisons 4. Training support for committee chairs in facilitating meetings | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| <p><u>By September 2015 Committee structure and guidelines adopted, and included in staff handbook and all committee assignments staffed.</u> All committee meeting agendas, minutes and action items will be published, for visibility to all members of staff.</p> |
| <p><u>By November 2015, Committee chairs will be trained in meeting facilitation</u></p> |
| <p><u>By February, 100% of all committees will present a whole-staff professional development opportunity for their colleagues</u></p> |
| <p><u>By March, each committee chair will present a report, indicating accomplishments to date, and progress towards the goals set by the group in September, and a plan for the second half of the school year.</u> This report will be cite evidence from the documents generated by committee activities.</p> |
| <p><u>By June, each committee chair will present a report, indicating accomplishments to date, and progress towards the goals set by the group in September, and a proposal of goals for the 2016-17 school year.</u> This report will be cite evidence from the documents generated by committee activities.</p> |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

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

The school’s stated public mission is to prepare students with the language, understandings and skills necessary for successful college and careers in the healthcare industry. By graduation, 100% of the school's students are expected to complete a course of study outlined by the National Academy Foundation, and 100% of the school's 11th grade students will complete a work-based learning/internship experience. The internship is a core component of the Internationals model, as well as a requirement for NAF endorsement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 30th, 90% of 11 th grade IHS-HS students will build college and career readiness through completion of an internship that will give them direct experience of the professional requirements of various health care professions. To support this experience, 100% of 11 th graders will be assigned to a dedicated National Academy Foundation course in the first semester. 100% of 11th graders will be enrolled in an internship support seminar course with an advisor alongside a small group of classmates.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>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</p> | <p>All students</p> | <p>Global health issues, first semester (September to February) Intro to Health careers yearlong (September to June)</p> | <p>Science and CTE teachers, National Academy Foundation (NAF) staff</p> |
| <p>Non CTE- and Science-courses will identify explicit interdisciplinary integration with healthcare-themes</p> | <p>All students</p> | <p>by June 2016</p> | <p>All teachers</p> |
| <p>All 11 th grade students will be placed in an off-site internship experience in the second semester to gain direct experience in the training, working circumstances and opportunities in a healthcare industry career.</p> | <p>By June 2016</p> | <p>by June 2016</p> | <p>All teachers, Principal, Guidance Counselor, Academic, Industry partners</p> |
| <p>Implementation of an internship support seminar course, terminating in a presentation of the experience at an internship fair</p> | <p>All 11 th grade teachers and their students</p> | <p>Support seminar begins Fall 2015, Implementation and fair by June 2016</p> | <p>All teachers, Guidance Counselor, NAF trainers</p> |
| <p>All students will participate in college visits, with parents invited to join.</p> | <p>All</p> | <p>Yearlong (September to June)</p> | <p>All teachers, Guidance Counselor</p> |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>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. Funding also will pay for the network association fees between the school and INPS and NAF partners. Funds also will pay for supplies used in the health careers, anatomy and global health courses to teach clinical and professional skills needed by students for successful internships.</p> |

| | | | | | | | | | | | |
|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | X | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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|--|
| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016,</p> <p>100% of 11th grade students will have taken a a global health-themed career course</p> <p>The 11th grade instructional team will have developed a curriculum map for the internship support seminar course</p> <p>100% of 11th grade students will have been assigned to the internship support seminar course</p> <p>The school will have a formalized list of internship sites available to host our students</p> <p>By June 2016,</p> <p>100% of 9th and 10th grade students will have taken an Introduction to Anatomy and Health Careers</p> <p>100% of students who complete an internship will be invited to present in a school internship fair that will be attended by all of the 9th and 10th grade classes</p> <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |
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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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:

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

Part 1: Title I Status

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|--|---------------------------------|--|---|
| 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)

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|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>IHS-HS recruits highly qualified teaching candidates through both the NYCDOE Open Market and New Teacher Finder systems 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. Additionally, the professionally engaged network of teachers serving in our school has served to communicate our staffing needs to the teaching community, attracting a number of well-qualified candidates to apply for positions within our school.</p> <p>To date, as we begin our third year, no teacher has left our school. Teachers are assigned to programs based on their licenses and stated preferences. Currently, we have no teachers in core courses teaching out of their licensed areas. Retention of qualified staff attracted to work in the school is fostered by creating a supportive professional environment that focuses on staff development, creates distributed leadership opportunities and provision of supports needed by teachers to accomplish their instructional and professional goals. Teachers are provided with opportunities to collaborate in instructional teams serving a shared population of students, discipline teams, and professional committees to address areas of shared staff focus, such as portfolio, internship and student support. See additional details in Part 2B.</p> |

2b. High Quality and Ongoing Professional Development

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

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). Coaches from partner organizations, specifically the Internationals Network for Public Schools, the NYC Writing Project, and the National Academy Foundation provide focused support for high-leverage components of teacher practice. Finally, a peer-observation model, supported in 2014-15 with funding from the PROSE system, provides a source of feedback outside the channels of administrative rating, which supports teacher practice and continues to reinforce our school's identity as a place where both students and adults may learn and grow together.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/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, analyzes and discusses 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 118,620.00 | X | 5E |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 16,884.00 | X | 5A, 5C, 5E |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 1,884,508.00 | X | 5A, 5B, 5C, 5D, 5E |

¹Explanation/Background:

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

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent**

Compact (SPC) is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP)

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

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

- holding an annual Title I Parent Curriculum Conference;

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

School-Parent Compact (SPC)

The International High School 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

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

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>100</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>4</u> |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: <u>2</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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 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

Part B: Direct Instruction Supplemental Program Information

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

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 _____ conduct s _____ 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 - R _____ esources 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

Part D: Parental Engagement Activities

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 supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

| | | |
|---|-----------------------|--------------------------|
| District 24 | Borough Queens | School Number 236 |
| School Name The International HS for Health Sciences | | |

B. Language Allocation Policy Team Composition

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

| | |
|---|--|
| Principal C. Anthony Finney | Assistant Principal Catherine McManus |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Sarah Cunningham | School Counselor Randy Pena |
| Teacher/Subject Area Sheng Nan Shao / LE | Parent Jose Narvaez Andrade |
| Teacher/Subject Area type here | Parent Coordinator Daniry Lopez |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent Kathy Pelles | Other (Name and Title) type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|---|----------|---|----------|
| Number of certified ENL teachers currently teaching in the ENL program | 2 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | 161 | Total number of ELLs | 161 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|------------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|---|-----|---|---|
| All ELLs | 161 | Newcomers (ELLs receiving service 0-3 years) | 157 | ELL Students with Disabilities | 2 |
| SIFE | 31 | Developing ELLs (ELLs receiving service 4-6 years) | 3 | Long-Term (ELLs receiving service 7 or more years) | 1 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ENL | 157 | 30 | 2 | 3 | 1 | 0 | 1 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

This Section is for Dual Language Programs Only

| | |
|---|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|---|---|

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 52 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 0 | 0 | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other ^{Ti,} ^{UZ} | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 11 | 0 | 0 | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Entering (Beginning) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 34 | 0 | 0 | 0 |
| Emerging (Low Intermediate) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 29 | 0 | 0 | 0 |
| Transitioning (High Intermediate) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Expanding (Advanced) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 2 | 0 | 0 | 0 |
| Commanding (Proficient) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 |
| NYSAA | 0 | 0 | 0 | 0 | 0 |

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

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

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | 0 | 0 | 0 | 0 |
| Integrated Algebra/CC Algebra | 99 | | 39 | |
| Geometry/CC Algebra | 6 | 0 | 4 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math _____ | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 0 | 0 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | 0 | 0 | 0 | 0 |
| Geography | 0 | 0 | 0 | 0 |
| US History and Government | 0 | 0 | 0 | 0 |
| LOTE | 0 | 0 | 0 | 0 |
| Government | 0 | 0 | 0 | 0 |
| Other _____ | 0 | 0 | 0 | 0 |
| Other _____ | 0 | 0 | 0 | 0 |
| NYSAA ELA | 0 | 0 | 0 | 0 |
| NYSAA Mathematics | 0 | 0 | 0 | 0 |
| NYSAA Social Studies | 0 | 0 | 0 | 0 |
| NYSAA Science | 0 | 0 | 0 | 0 |

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

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

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

For all our newcomers we use a series of assessments to determine the English level of the students we are serving. The ELA Performance task was administered to all students to determine their levels of English proficiency, which was determined to offer significant room for student growth. We also administer the NYSITELL and Spanish Lab tests to further document each students' language abilities. These assessments are complemented by the lengthy interview and intake process, as well as teacher assessments.

In the 2015-16 School year, the school began implementation of the LENS test among all 9th and 10th graders to provide detailed insights on the native language proficiency of our students in vocabulary and comprehension levels. Vocabulary of LENS-tested students on one instructional team of 9th and 10th graders demonstrated a 6.6 average, while the same group showed an average of only 5.

The results offer a breakdown of specific areas of strengths and weaknesses, and allow a disaggregation of students into targeted groups so we can gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. The information collected by these means is used to select the type of support students are programmed to receive. During the school day, they can be included in a SIFE Literacy Support, additional support will be offered via outside-of-school offerings, including before and after day and weekend programming. A SLIFE Committee has been convened to meet monthly to discuss strategies for supporting low native literacy students, as well as enriching supports of Academic Language instruction, such as vocabulary and peer tutoring groups. Each strategy is designed to support the development of English literacy and fluency among all of our students at whatever level of their language development.

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

The performance of our students on the NYSITELL and NYSESLAT indicates:

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

d) The second cohort of students includes a larger proportion of learners who attended middle school than the founding cohort

Review of our NYSITELL / NYSESLAT data shows that it requires until the third administration of the NYSESLAT to show significant growth. The first and second administrations of NYSESLAT, when compared to the baseline of the NYSITELL show modest growth.

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

The NYSESLAT was first administered at our site in the early months of 2014. For all the teachers of the school, the NYSESLAT was selected as a component of the MOSL selection, with the option for 'growth' indicated. For the year just passed, all teachers whose MOSL incorporated this NYSESLAT score received an Effective rating. The same selection remains in place for the staff again this year. We anticipate that our students will demonstrate improvement once again relative to the performance predicted by their LAB-R scores, as well as to the peer-index group used for MOSL comparison. As is the pattern in other Internationals High Schools, we expect that a significant majority of students will do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed by our school. When the results are available, we will conduct a data 'deep dive' to examine each student's results in the four modalities (listening, speaking, reading and writing) to identify learning objectives for individual learners and to consider the broader implications for instruction to classes and groups. Modalities identified as priorities for improvement will serve as the focus of staff development, through professional development offered by the Internationals Network and the NYC Writing Project. The findings of these analyses will guide the future emphases of the schools' LAP and language instruction.

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

- The instructional team identifies specific subgroups of students and the areas in which they need support and a plan for support is devised under the supervision of the ESL/ELA licensed staff member. Strategies currently deployed include before and after school help, scaffolded direct-language instruction during the weekly schedule, leveled readings, the use of native language tutors for those students continuing to struggle, peer tutors and meetings with parents to inform them of the support plan. By working with a shared group of students, and through twice weekly meetings on academic and social/emotional support, instructional teams coordinates their efforts to serve the learning needs of individual learners.

- Our Instructional Teams meet regularly to analyze "Scholarship Report" data from our specific support plans in working with students involved in our AMO outreach. The data we analyze charts the progress of these students in their different classes.

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

4. For each program, answer the following:

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

Students are making progress from the point at which they join our school. On average, our founding cohort included learners with less prior exposure to English and experience in a U.S. school setting. This is reflected by the number of 9th grade students who have passed state examinations relative to their 10th grade peers, as well as the NYSESLAT scores that, despite being in a later cohort, show more 'Advanced' scoring students. For all learners, we seek to meet the student 'where they are' academically to support their growth towards rigorous academic standards through both supports for struggling learners and challenges for those who have already demonstrated proficiency. We seek improvement for all our students. The results from teacher-made assessments demonstrate progress towards this goal, as we await the results of the second year's NYSESLAT scores for comparison. Students are expected to continue to do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed by our school. Additionally, teachers have collaborated on the development of language outcomes describing skills we seek to cultivate across the discipline addressing all four modalities of language (reading, writing, speaking and listening.) This process was supervised by our ESL teacher and a Teacher Consultant of the NYC Writing project. Outcomes were described for each modality, along with a corresponding rubric describing features of proficiency and high proficiency. This exercise fostered a dialogue among all staff members on language instruction, and provides a common set of metrics using shared language to assess the development of student English proficiency across each of the core courses. Regular reference is made to these outcomes in the planning of curricula, in assessing and giving feedback to learners, and in organizing additional support for those who require it. Because these outcomes were developed to

align with both graduation worthy portfolio rubrics (IHS-HS is a school participating in the ELL-waiver for portfolio-based assessment methods) and with Common Core standards, from 9th grade forward, the progress of student language development is monitored and supported along a continuum of practice. School- and team-level analysis is ongoing to ensure that interventions are reinforced across classes, and that the assessments using the rubrics remain normed. We will continue to focus on academic listening and development of reading, writing and speaking skills in all classes throughout the content areas.

Our academic program schedules students to sit for the ELA Regents examination in their 11th and 12th grade years. Since the school is only now concluding its second year and has served only 9th and 10th graders, we have no ELA regents data to refer to, and do not anticipate administration of this exam until the midpoint of the 2015-2016 school year. In the meantime, the ELA Performance Assessment administered this Fall indicated that our students initially score 0 for most bands of the rubric. Students who anecdotally have greater academic proficiency in their home language and a longer time of residence in the United States tended to score somewhat higher than did other students. As new 'Over the Counter' arrivals are admitted, they also will be administered the ELA PA to determine their baseline scores for growth measurement. To support student progress towards meeting the standards of these assessments, a series of targeted lessons and assignments were drafted among the school's humanities teachers to teach students how to draft successful essays. This work was supported by the broader strategy of identifying targeted language demands in all subject areas, and providing explicit instruction and feedback to guide students towards meeting them successfully.

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

The patterns across proficiencies and grades were mentioned in the section above but since we do not give tests in native language a comparison cannot be made. Students taking math Regents examinations were afforded testing accommodations, including translated editions of the tests where available, glossaries and verbal translation of the test by licensed interpreters. However, only a small ratio of students elected to record their responses in native language, and the overlap of some accommodations make it difficult to determine a clear correlation between any the language of assessment and student performance. Our focus is on both developing proficiency in academic English, as well as in the concepts and skills of each course, and in providing multiple opportunities, including those utilizing home languages, to demonstrate understanding.

Using Periodic/interim assessments to inform instruction:

In addition to the ELA PA and the Language Outcomes and associated rubrics, the International High School for Health Sciences additionally is using the state-approved Graduation Worthy Portfolio Standards (developed collaboratively by the INPS with reference to the New York Performance Standards rubrics) to design and assess baseline and benchmark projects that help teachers to inform instruction and monitor students progress. Baseline and benchmark assessments were conducted in all subject areas and in all grade levels this school year. All assessments will be aligned to INPS rubrics in each discipline area (literary essay, research paper, mathematical application project and original science experiment).

The indicators used of interim progress and accomplishment are that:

- 9th, 10th, 11th and 12th graders will have a baseline assessment administered in the fall semester.
 - Subject area teacher will provide feedback to student on baseline assessment.
 - 9th, 10th, 11th and 12th graders will have a benchmark assessment administered in the spring semester
- will work with a mentor teacher throughout the year on portfolio projects.
- All students will work with mentor teachers/advisors on portfolio projects and 9th grade interim portfolio will be held in the Winter and Spring

Using Periodic Assessment to learn about ELLs:

A native language assessment will be part of the 10th grade interim portfolio packet and presentation in the 2015-16 school year, following the completion this year of a uniform rubric for assessing and providing feedback on student work.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]
N/A (9-10 grades served)
6. How do you make sure that a student's new language development is considered in instructional decisions?
 - Second language development techniques are "turn-keyed" by the resident, certified ESL teacher on our instructional team.
 - Instructional teams design inter-disciplinary units collaboratively, incorporating ESL strategies and developmentally appropriate activities into each activity, unit and assessment.
 - All staff utilize shared language outcomes in their teaching and assessment, incorporating collaboratively-designed rubrics into their own assignments
 - The principal works directly with the instructional team to revise rubrics and design professional development workshops revolving around curriculum that is designed to integrate language and content in order to facilitate language development in our ELL students.
 - Ongoing professional development, during citywide and local sessions, focus on serving the needs of ELL students

- Coaching support has been contracted and specifically tasked with collaborating with teachers to adapt their lessons to serve the language needs of the students they serve.
- Awareness of, willingness and capacity to serve a linguistically diverse population of students is considered as a component of new staff selection

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

N/A (Freestanding ESL Program)

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

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

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

Part IV: ELL Identification Process

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

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

All students admitted to The International High School for Health Sciences from a New York City junior high school are recently arrived immigrants who have scored at the beginner or intermediate rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, are first administered the HLIS by our Guidance Counselor, Randy Pena, in collaboration with one of our three a certified ESL teachers on staff. He then conducts an informal oral interview as additional information to help determine if the student is an English Language Learner. Randy is a Bilingual Spanish Guidance Counselor, and he works with the assistance of a translator, if needed, in their native language. On staff, we have translators available in most of our major languages, Spanish, Chinese, Haitian-Creole, French, and Tagalog. New admits then take the LAB-R within ten days of admission. Sarah Cunningham and Maria Ramirez administer the Spanish Lab to Spanish-speaking students within that same time frame. Certified ESL pedagogues, Sarah Cunningham or Elsie Dorzin, administer the LAB-R. Our AP and ELL Coordinator, Rachelle McManus, monitors the intake process including the administration of the LAB-R and is notified of each newly admitted student so they can be tested within the ten-day period. Bilingual interpreters are available on site for the overwhelming majority of our students' native languages. In addition to Spanish, Mandarin, and Haitian Creole, pedagogues on staff speak French, Kannada, Hindi, Tagalog, Italian, Japanese, and Cantonese. In other instances, we utilize the NYC DOE's Translation and Interpretation services for completing these required intake procedures with over-the-counter admissions; All ELLs, as identified in ATS through the RLAT report, take the NYSESLAT during the spring testing period as required by NYS regulations. Kevin Hesseltine prints out the RLAT and RLER (for very recent new admits) reports to determine eligibility. Since the vast majority of our students are eligible to take the exam, Rachelle works with all of our ESL teachers to give the Reading, Writing and Listening one instructional team at a time over a period of 5 days in May. Students who are no longer ELLs are pulled out and given assignments by their classroom teachers. These same lists are distributed to the ESL teachers on each instructional team to ensure that over the period of a month that the Speaking section

is administered to them. This process ensures that all of our ELLs are tested. Students who are absent for any part of the test are tested during a series of make-up sessions.

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

We have many structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding (ESL)). The Principal or Guidance Counselor is responsible for taking the following steps:

- Twice each year, in the Fall and then again in the Spring all parents are invited to attend any of a series of orientation meetings to view the video describing the parent's three program options available to all NYC students: 1) Transitional Bilingual Education Program; 2) Dual Language Program and 3) Freestanding ESL Program. Invitation letters are sent out to the parents of students who are entitled to ELL services. Whenever possible the invitation letters are sent out in the parent's preferred languages. The school attempts to schedule parent orientation sessions at times convenient for the parent's in order to maximize attendance. Parents are asked to sign and date a copy of the parent orientation meeting agenda and a copy of the agenda and attendance sheets for the parent orientation meeting are kept on file. The parent orientation meeting is facilitated by a certified pedagogue. The licensed pedagogues who explain the three programs to our students are: Sarah Cunningham (certified in ESL and speaks Spanish), C. Anthony Finney (certified in Science and speaks Spanish), Sheng Nan Shao (certified in science and speaks both Spanish and Mandarin Chinese), Crisologo Avanzado (certified in math and speaks Tagalog). These pedagogues are assisted by other staff members who speak many of the other native languages spoken by our families including Bengali, Chinese, and Russian. In addition, we utilize the Translation Unit for support. During this meeting parents are provided with data indicating the strengths of each of the three program models based on research and they are afforded the opportunity to ask questions about each of the options. An administrator attends the meetings.
- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information describing the three program choices is sent home with students.
- Parents are given parent brochures in the different languages that are available.
- The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL and ESL).

In addition to the group orientation, we provide the information to parents and students who enroll throughout the school year and those families are shown the video at the time they enroll their child. For students who enter at another point during the year, efforts are made to ensure that parents are provided information on all three program choices and have an opportunity to watch the DVD shown in their language within ten days, this usually occurs at the time of the interview of both parent and student and they are provided with data indicating the strengths of the three models. These parents are provided with the same DOE Translation Unit services if necessary to ensure their full understanding of the various programs at the time of their conducting the initial screening session with licensed pedagogue. At the end of the orientation parents are informed which programs we offer. If parents wish to have their child enrolled in a different model than they are provided with information on other schools in our area which offer the other models.

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

When a new student enters our school with an IEP, our Language Proficiency Team (LPT) becomes involved with the identification of the student as an ELL to determine if the student is eligible to take the NYSITELL. The LPT team consists of our Principal, Carl Finney, Sarah Cunningham, a certified ESL pedagogue, Virjand Depoo, a certified Special Education teacher, Randy Pena, a certified Bilingual Guidance Counselor, the individual student's parent/guardian and a qualified interpreter or translator. If we do not have a qualified interpreter or translator on staff than we utilize the Translation Unit to provide over-the-phone translation services in the student and parent/guardian's preferred language.

In order to make the determination of if the student should take the NYSITELL, the LPT looks at a series of factors which indicate the student's English language development based on the HLIS interview, the results of an individual student evaluation in the student's preferred language as described in CR Part 200.4(b)(6), information provided by the Committee on Special Education as to whether the student's disability is the main factor determining whether the student can be proficient in English as well as looking at the history of the student's language use in school and at home.

After gathering evidence, our LPT team will meet to determine if the student may have second language acquisition needs and therefore must take the NYSITELL or whether the student's disability is actually the main determining factor affecting the student's ability to become proficient in English and that the student should not take the NYSITELL. If the LPT team reaches the decision that the student should not take the NYSITELL because the student does not have English language acquisition than the LPT team sends their

recommendation to the principal. After looking over the evidence the principal will either accept or reject the LPT team's recommendation. If the principal rejects the LPT decision than the NYSITELL will be given to the student. However, if the principal agrees with the LPT and after reviewing the evidence feels that the student should not take the NYSITELL than that recommendation is sent to the superintendent for a final decision.

Once the superintendent sends back a final decision, we have three days in which to notify the parent of that decision in their preferred language. If the superintendent decides that the student must take the NYSITELL, we have 5 school calendar days to administer the NYSITELL. Finally, the Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
- Once the NYSITELL has been administered to a student, the testing coordinator, Sarah Cunningham, an ESL licensed pedagogue has the answer documents scanned into ATS via the attendance scanner within 10 school days of the student's enrollment. She immediately notifies the Assistant Principal, Rachele McManus, of the results. The Assistant Principal enters the information into the ELPC screen on ATS. Then within five school days after the NYSITELL is scanned and the score is determined, he sends out a letter informing the parents of the results of the NYSITELL and the ELL status of their student using one of the NYCDOE standard parent notification entitlement or non-entitlement letters. She then distributes copies of the dated and signed Entitlement or Non-entitlement letters to the Guidance Counselor who place the letters into the student's cumulative folder

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

Parents of incoming students will be informed that they have the right to appeal their student's ELL status within 45 days of enrollment during the initial intake session and by letter and phone call after their ELL status is determined. The parent coordinator, Ms. Daniry Lopez, will follow up with a phone call to the home of all students taking the NYSITELL within 10 days of the initial entitlement and non-entitlement letter informing parents of that they have the right to appeal their student's ELL status within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

- Within 10 days of admission all parents are invited to attend any of a series of orientation meetings to view the video describing the parent's three program options available to all NYC students: 1) Transitional Bilingual Education Program; 2) Dual Language Program and 3) Freestanding ENL Program. Invitation letters are sent out to the parents of students who are entitled to ELL services. Whenever possible, the invitation letters are sent out in the parent's preferred language. The school attempts to schedule parent orientation sessions at times convenient for the parents in order to maximize attendance. Parents are asked to sign and date a copy of the parent orientation meeting agenda and a copy of the agenda and attendance sheets for the parent orientation meeting are kept on file.

The parent orientation meeting is facilitated by a certified pedagogue. The licensed pedagogues who explain the three programs to our students are: Sarah Cunningham (certified in ESL and speaks Spanish), Randy Pena Bilingual Guidance Counselor Principal Carl Finney (certified in Biology and speaks Spanish and Japanese). These pedagogues are assisted by other staff members who speak many of the other native languages spoken by our families including Haitian Creole, French, Kannada, Tagalog, Mandarin Chinese, Cantonese and Farsi. In addition, we utilize the Translation Unit for support. During this meeting, parents are provided with data indicating the strengths of each of the three program models based on research and they are afforded the opportunity to ask questions about each of the options. An administrator attends the meetings.

- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information describing the three program choices is sent home with students.
- Parents are given parent brochures in the different languages that are available.
- The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL and ENL).

Timeline: The majority of our students enroll at the beginning of a semester and we provide the information to parents throughout September during the fall semester and February during the spring semester. However, a number of our students enroll throughout

the school year and those families are shown the video at the time they enroll their child. For students who enter at another point during the year, parents are provided information on all three program choices and have an opportunity to watch the DVD shown in their language within ten days. This almost always occurs at the time of the interview of both parent and student for intake and they are provided with data indicating the strengths of the three models. These parents are provided with the same DOE Translation Unit services if necessary to ensure their full understanding of the various programs at the time of their conducting the initial screening session with licensed pedagogue. At the end of the orientation, parents are informed which programs we offer. When the TBE/DL program becomes available outreach is made to those parents who had previously chosen these programs.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
When parents meet for their orientation and initial intake interview and are informed of all three program models the parents are given the Program Survey and Program Selection to complete in their preferred home language to enable parents to indicate their program choice. Although parents are informed that they must complete and sign the form within five school calendar days, we have the parents complete the Parent Survey and Program Selection form in a timely manner by having the parents complete the form at the time of their initial intake meeting. Once parents have submitted their Parent Surveys and Program Selection forms, the forms are given to Assistant Principal, Harry Schutz who enters the parent first program choice in the designated ELPC screen on ATS. The forms are then given to the Guidance Counselor to file in the students cumulative folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If for any reason the parents have not returned and signed the completed Parent Survey and Program Selection forms within the five calendar school days their child is placed as an ENL, the school then follows up with phone calls. If contact cannot be made by phone, registered letters are sent home in order to obtain the signed forms from the parent. All of these are done to reach out to the parent in an attempt to receive the signed forms. They are then documented and maintained in a central file by Bilingual Guidance Counselor Randy Pena.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the school receives the results of the spring NYSESLAT exams (and starting in 2016 ELA regents exams) a list is prepared by the Assistant Principal Rachelle McManus of all ENL students who should be exited from ELL status. Then, over the summer but no later than September 15th of the new school year in which the student is no longer entitled, the school sends Non-Entitlement/Transition letters to the parents of the students who have exited the program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Each student's Parent Survey and Program Selection forms are kept in the student's permanent cumulative record file located in the guidance office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder located in the guidance office. In addition, copies of the non-entitlement and entitlement letters (for each newly identified ENL student) are kept in a central file in the main office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All ELL's, as identified on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once the school receives the results of the spring NYSESLAT exams (and in 2016 the ELA regents exams) a list is prepared by the Assistant Principal Rachelle McManus of all ENL students who should continue with their ELL status. Then, over the summer but no later than September 15th of the new school year in which the student continues to be entitled school sends Continuation letter to the parents of the students who will continue in the ENL the program. The Continuation Entitlement letters are sent out in the parent's preferred language whenever possible.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Our school uses the language development model, the Internationals Approach, which is classified as a Free-Standing ENL instructional program by the DOE. Our parents have requested Free-Standing ENL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters gathered over the past 3 years the trend clearly shows that the majority of our parents from all home languages have clearly chosen the ENL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend and is aligned with parent requests. We clearly explain the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options. The HLIS and

selection form data clearly shows a trend in parent choice for the ENL model. According to the HLIS and selection form data, the majority of our parents choose the ENL model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - . Instruction:
 - a. Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students.
 - b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students are mixed, while 11th grade students meet as a single grade cohort. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.
 - c. Integrated and Standalone ENL are implemented: Beginning/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area.
 - b. TBE program. *If applicable.*
N/A:
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or intergrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

Each instructional team's students are taught by dual certified ESL/English content area teachers. Each instructional team includes at least one teacher who is licensed in ESL; in addition, all of our content area teachers are trained in language development and ESL methodologies and encouraged to pursue ESL certification. The school schedule and teacher programming ensure that all entitled ESL

students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

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

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher generated activities. The educational principles of The Internationals HS for Health Sciences include an approach to curriculum that is student centered, inquiry driven and project based revolving around themes and essential questions that provide a balance between content and English language skill building. Small heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context. In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts as well as bilingual staff to assist in the classroom.

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

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

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

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

Key to the International's model is ensuring that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year. The vision of The International High School is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college, and beyond. We are committed to the following educational principles as written in our school's mission statement and exemplified by our practice.

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

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all ten International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender or membership in an ELL subgroup. Students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Layered Curriculum-students have a wide array of choices for completing activities that lead to understanding of a

particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”

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

All of the students at International High School for Health Sciences are in a single 9th grade cohort, divided into three classes, A, B and C. This instructional unit is a single interdisciplinary 'team.' The interdisciplinary curriculum in the teams is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction. All classes in each institute are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age.

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

- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a) Instructional plan for SIFE Students:

All students who are identified as SIFE students (Students with Interrupted Formal Education) are immediately placed in our SIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE Leadership team along with the student's individual teachers and guidance counselors. The common denominator among these students is a weakness or inability to read or write in their native language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, educational history and student work, student parent interviews and teachers referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well. In order to service students who are struggling, each team has provided extra services: including one-on-one work with a teacher, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made. Over the past four years with the money's from the SIFE grant literacy program an accelerated literacy program was implemented school-wide and met with enthusiasm by staff, students and parents.

Our SIFE model requires three important features:

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

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

Newcomers to the school, along with their parents, meet initially with a guidance counselor who assesses their needs and academic development during intake. All new students and their parents receive an orientation developed by the guidance staff along with the parent coordinator. All students new to the United States and to NYC are given the Lab R exam which assesses the students English language abilities. For students transferring in from NYC schools test results are reviewed and students are then matched with teams of teachers who it is felt would best meet the needs of the specific student. Students are

placed in appropriate classes according to their specific needs. The teachers meet in team to discuss the specific needs of all new students. A plan is formulated to best meet the needs of each particular student.

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

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

d) Plan for ELLs who have completed 6+ years (Long Term ELLs):

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

e) Instructional Plan for Former ELL's up to 2 years after exiting ELL status):

As students reach proficiency and test out through the NYSESLAT assessment, they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students receive higher levels of project opportunities and also have the opportunity to take college classes in any of their academic areas. Our school offers these students the opportunity to receive an Associates Degree from LaGuardia Community College along with their high school diploma as part of a five year program. Students who are determined to have reached proficiency continue to receive support from their teachers as needed. Former ELLs continue to receive the mandated testing accommodations after they have tested out on the NYSESLAT exam. All former ELLs in college classes receive support from a high school teacher mentor.

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

In order for the school to ensure that the student's academic progress has not been adversely affected by the re-identification appeal the following actions will be taken: The principal, C. Anthony Finney will review the Re-Identification Process decision between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and student. The principal will meet with a qualified staff member from the student's instructional team as well as the parent/guardian and the student. Based on these discussions and consultations, if the principal feels that the student may have been adversely affected by the determination, then the principal will make sure that the school provides the student with any necessary additional support. The principal may also reverse the determination within the 6-12 month period if he feels that the student was adversely affected by the determination. If the principal decides to reverse the ELL status of a student then he will consult with the superintendent. The parent/guardian, and/or student must be sent notification of the final decision in writing in the parent's preferred language within 10 school calendar days.

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

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

At present, the International HS for Health Sciences has one student with a documented IEP, and a second in the process of evaluation. As the school grows and as a greater proportion of the student body draws from middle schools, this is expected to increase. The guidance counselor, Principal and Special Education liaison from the Affinity Group Field Support Team will review all IEP's for ELL-SWD's to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of

teachers meet with Virjand Depoo, our Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. The team along with the guidance counselor, Principal and Special Education teacher will ensure that all of the mandates in the IEP are carried out. If additional support is needed the student is provided with additional support services as per the IEP.

The ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEP's) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP.

Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEP's include: Teachers, guidance counselors and Special Education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge is to find ways to teach the student the skills they require while also teaching the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as described in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment students are mainstreamed into the regular academic class and each team provides extra services: including one-on-one work with a paraprofessional, small group instruction and after school tutoring. School-wide, a Saturday enrichment program will be established, and changes in student programs are made to allow the student time to meet with the necessary special service provider depending on the students specific needs.

Other strategies include scaffolding students' work in the regular heterogeneous classes for most of the school day by developing collaboration between the Special Education teacher or service provider and the content area teachers. A team teaching approach would be used in which the Special Education teacher plans with the content area teachers to map out strategies and best practices and to access the students strengths and area which still need improvement.

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

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

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

Chart

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

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

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

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



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

Chart

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

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

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

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

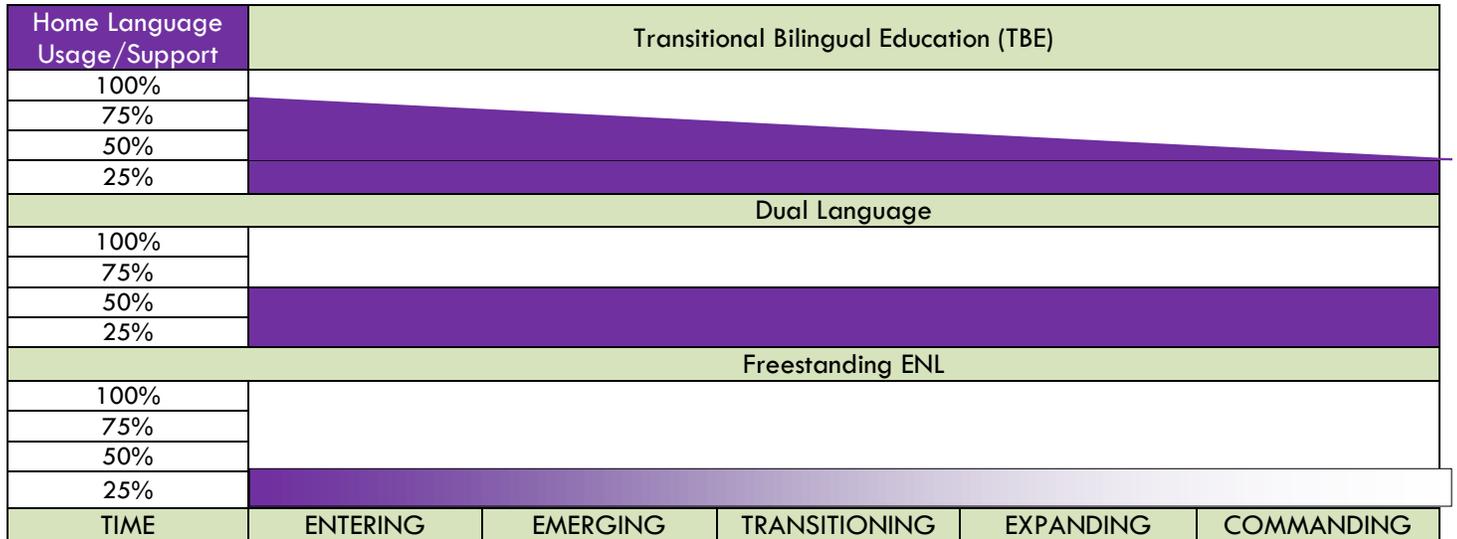


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All of our targeted intervention program are geared towards supporting all of our ELL subgroups; teachers running these programs implement the "Internationals Approach" in all of them:
- Silent Sustained Reading Class—All ELL students receive targeted intervention enrichment classes in literacy and which meet two times per week for 40 minutes throughout the year during the regular school day. Group size will be maintained at 15-18 students per teacher. This class will be targeted to Beginning, Intermediate and Advanced level students. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in English Literacy work on students portfolio projects and oral presentations.
 - SIFE ESL Literacy class---specially addresses instruction in second language acquisition to improve literacy performance through new vocabulary learning, pronunciation, read-out loud, oral practice through conversation and discussion, and sentence structure. One class each consisting of roughly 10 students will meet 2 times a week for 40 minutes each, from late September to early June. This class will target Beginning level students to help them improve on the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
 - SIFE Math Literacy class- specially addresses instruction in math literacy as well as and in second language acquisition to improve math literacy performance through classroom discussion of mathematical concepts and word problems, vocabulary learning, pronunciation and oral practice through conversation and discussion. One class consisting of roughly 10 students will meet 2 times a week for 40 minutes each, from late September to early June. This class will target Beginning level students to help them improve both on the Integrated Algebra Regents as well as the NYSESLAT. Instructional material, general classroom supplies will be purchased to support this class.
 - Student Community Involvement—ELL students with opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. This year, students already have participated in a planting project around the grounds of the school, and contributed analytic data to a collaborative effort that monitors the health of the Hudson River watershed. As an element of our community engagement, we are seeking opportunities to partner with our local Community Board to launch a community gardening project to foster an awareness of the connection between environmental and human health.

Before/After School Tutoring-content area teachers in Social Studies, the students native language, English, Math and Science. Content area teachers in Social Studies, English, Math and Science provide support to students in all sub-groups in small group settings for one to two hours per week. Although all students may avail themselves of Before/After School tutoring the main ELL sub-groups which are targeted are the SIFE students, Newcomers and ELL-SWD students. This not only includes students who are having difficulties with their class work but also provides assistance for students who are working on their portfolio projects which include projects such as their Social Studies Research paper, Native language project, Math Project, Science project, English literary essay, Creative project as well as their Mastery Statement. These classes are taught by licensed pedagogues in the content area. Native language support is provided to students in all of the above mentioned intervention programs through the use of bilingual pedagogues, student peer and college mentors who share a common native language. In addition, bilingual dictionaries and multi-lingual computer software are utilized as well.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As a new school, there is little established evidence for the efficacy of our program as we have implemented it to date. However, evidence of effectiveness in our model across the Internationals Network is demonstrated by our peer schools' high four year and six year grad rates. Of the five instructional staff joining the school, four have successfully served in an Internationals sites as have the Principal and Guidance Counselor. We seek to emulate the successful practices of our peers, and supplement it with an additional focus on college and careers in healthcare. Our second major CBO partner, the National Academy Foundation, is providing support in the creation of a strong work-based learning program, including a curriculum, advisory board structure, internship models and facilitating partnerships with academic and industry representatives. The effectiveness of our language and content integration program is monitored by our alignment to the State content standards, Performance Based Consortium rubrics and the Internationals Core Values. Through heterogeneous groupings and collaborative activities that require students to use English as a vehicle for communication to complete rigorous, inquiry based projects, students' language and content knowledge is being developed simultaneously.
12. What new programs or improvements will be considered for the upcoming school year?
- As a new school, each of the programs being offered is new. Staff members have proposed programs that have proven effective from the ELL-populated schools in which they have served, including the before-school homework help, the Math and Literacy

courses as well as a silent sustained reading course. As the implementation continues, we will monitor the progress of students engaged in these activities to determine their efficacy with consideration of continuing, altering or discontinuing in favor of alternative programs. We also look forward to the continued growth in the enrollment of the school, particularly between the first and second years, for the additional capacity it will offer to diversify the range of programs we are able to implement.

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

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

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

Since over 95% of our students are ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

- Science club
- Astronomy Course
- Boy's group
- French Heritage Language program
- Saturday Math Academy

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

- Numerous PSAL Teams

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

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

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

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

It is the philosophy of the school that classroom teachers are the most knowledgeable as to what instructional supplies will benefit the ELL students from all ELL sub-groups in their content area classes. Teachers work as a team to order classroom supplies for the ELL students they have in common. The teachers in consultation with the colleagues on their team as well as in consultation with the schools SIFE teacher and guidance counselors which classroom supplies would be most beneficial to the students in all of the schools sub-groups. This process has been undertaken with a high degree of transparency, with staff contributing to and commenting on the purchasing priorities of their colleagues on a shared electronic file, which is reviewed periodically as new budgetary resources become available. Each teacher team selects the instructional material they feel will work best for the needs of their individual students. This helps to best meet the needs of all of our students in the individual sub-groups within our school, Newcomers, SIFE, ELL's 4-6 years, Long term ELL's as well as former ELL's Each team shares equally in the school's NYSTL funds and chooses for itself how they wish to spend the schools their allotment of funds to best serve their individual students in all of their content area classes. Teachers and students in all ELL-subgroups have access to classroom sets novels, textbooks, non-fiction, bilingual dictionaries as well as native language books. We have secured access for the students of our school to the campus library, which vastly increases the quantity and variety of resources available to our students. All of the materials are available to all ELL sub-groups. Teachers are encouraged to attend ESL conferences to share information regarding various texts as well as other teaching aids and in addition our teachers work collaboratively to create their own instructional materials. Teachers utilize computer software, maps, the Internet as well as various other forms of technology which helps to maximize instruction in all content areas and within all sub-groups. Teachers in all content area have access to class sets of laptop computers with Internet access as well as two fully equipped computer carts, as well as a smaller cart containing tablet computers. Teachers are having students use power point

projectors to share the results of group projects or individual research. Smart carts with laptops are bringing technology into the classroom and extending the number of computers available to students outside the computer labs.

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

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

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

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

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

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

Native language skills are a valued aspect of all subject area classes. Students will be required to include native language work as one component of their portfolio presentations throughout their four years with us. This native language work is an informational, communicative or creative piece in a language other than English, along with a written explanation of the piece in English.

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

Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs age and grade level. All of the required services for high school-aged ELLs are available to students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL's appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes. As veterans of established Internationals High Schools, our teaching staff further draws on the capacity of a network of teachers, who share materials as part of a larger learning community. This exchange is facilitated by inter-visitation, participation in workshops and peer observation and feedback cycles.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

This school year launched with an introductory 2 day orientation session at the beginning of the school year. Students receive a tour of the school facilities and take part in ice breaker activities in an effort to become more comfortable with the high school environment. During that orientation new students are assessed as to their English language abilities. The commencement of classes saw the new school well below projected (and current) enrollment, so the orientation also served a culture-building capacity.

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

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

Many similar activities take place when ELL students enroll throughout the school year. When a new student enrolls they meet with their guidance counselor and along with the assistance of a translator receive a one to one orientation to the school and the

community. Just as with the students who began in September, students who enroll throughout the year are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. These students will also have the opportunity to take the LaGuardia Community College native language assessment to determine if they are eligible to enroll in native language college classes.

19. What language electives are offered to ELLs?

The International HS for Health Sciences awards six high school credits in the student's native language as per Part 100 of Commissioner's Regulations NYS, Section 100.5. which is based on students previous language experience in their native country plus the completion of a native language project as a part of their graduation portfolio.

In addition, our students are all eligible to choose from additional blended-learning language modules offered through the ILEARN program. Additionally, we partnered with the FACE Foundation to offer enrichment coursework for native francophonic students. In the future, we seek to transition to a credit-bearing course model for these meetins, and to identify partners to offer similar opportunities for speakers of other home languages.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A - Not a dual language program

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure. The principal repository of professional development has been the school's sole instructional team in the school. The teachers meet twice weekly to plan, develop and implement their curriculum and instruction. The instructional team helps to hire each subsequent year's team members through the 18-D, and meet at the beginning of the year to help each other develop goals. They develop and revise curriculum and model collaborative work for their students. Teachers also meet in cross-team groups to share student work and curriculum. They are also sharing strategies for maintaining project-based curriculum with meeting the demands of the Regents exams in the subject areas for which they are administered, as well as for portfolio-based assessment.

Our instructional team additionally meets regularly to discuss curriculum issues and SIFE students' progress within the program. In addition, members of the SIFE team have run workshops to share techniques on meeting the variety of literacy challenges faced by teachers of ELLs. We continue to work closely with academic experts exploring several approaches in order to develop a toolbox of strategies that all of our teachers can use with students and share throughout content areas.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
See the response under part 4 of this section.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Before the beginning of the school year, IHS-HS conducts an orientation to address details of a student's experience at IHS-HS. Once the school year begins, the staff uses the instructional team/advisory structures to create opportunities for students to learn how IHS-HS operates and to have input into their academic experience. Teambuilding is an important component not only of helping students to feel comfortable in the school, but as well to model particular components of the IHS-HS experience, such as working in a collaborative, multi-lingual environment, presenting a portfolio, etc. The experience of an IHS-HS student is different from that of any of our instructors, so we are conscious to explicitly communicate and reinforce the school values of dignity, communication, collaboration and service in an ongoing manner through the year. Coupled with weekly meetings to address social and emotional issues with staff from the Guidance team, teacher are well-prepared to help students to overcome not only the transition from middle to high school, but for many, a transition that includes a new country, a new language and a new culture, as well. Further support is afforded by the existence of an Advisory Representative system which designates a member of each advisory as an ombudsperson for their peers, that meets twice monthly directly with administration to give student voice to issues around the operation of the school, circumstances with teachers, etc.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

As a school that serves a population comprised exclusively of English Language Learners, there is no PD experience that is not cast in terms of how it may address the learning needs of this particular population of learners as they work to develop proficiency in academic English. This work is aligned to the standards of the Common Core through the use of shared language outcomes across the curriculum. From the CC standards, INPS rubrics for commencement-level work were developed and approved for use by the state. From these standards, teachers collaborated to develop rubrics appropriate for learners at differing levels of English language acquisition. A particular CC goal was selected to serve as the focus of this year's work across the curriculum. For this year's goal of supporting argumentation with evidence, the instructional teams met and completed the following school wide goals to help them address the Common Core Learning Standards.

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

1. INPS Summer Institute (on introducing the Internationals Model to new staff, providing opportunities for success shares and problem of practice foci for returning staff) and Election day PD (implementation of portfolio-based assessment for commencement-level work).
2. Classroom Environment and Assessment
 - Supporting SIFE and IEP students to access a rigorous curriculum
 - Building a supportive classroom environment from the start
 - NYS Performance Standards Consortium (NYSPSC) Portfolio Rubrics: Getting students to understand them and using them throughout the year as an assessment tool

- Using baseline and benchmark assessments that are aligned to the Common Core
3. Alignment of Curriculum Meetings (Conducted weekly from 2:45 to 3:45 on Wednesday afternoons)
- Sharing unit maps and getting feedback on how to improve use of discipline specific academic language
 - Sharing baseline and benchmark assessments and getting feedback on how to develop students; skills towards higher levels of NYS PSC rubric in discipline area
 - Sharing syllabus and getting feedback on coherent curriculum throughout the year that builds on portfolio skills.
4. Curriculum Sharing
- All teachers bring portfolio project task and sample student work to share
 - Collect feedback on how well project allowed for students to reach higher levels of the NYS PSC rubric, and how project in the future can be improved to allow for students to reach high levels of the rubric. We also train for Portfolio Project Inter-Rater reliability:

Under the PROSE program, in 2014-16, IHS HS has conducted a cycle of non-rated peer observations in which teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.

Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas, including:

NSTA Using Technologies for instructing ELLs in Math and Science, as well as Diversity Considerations in NextGen Science Standards
NAF Next Conference in Anaheim, CA, July 2015, to consider work-based learning opportunities in the support of ELLs

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

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

In addition, our staff participates in the Internationals Network for Public Schools Professional Development workshops: at three different points throughout the year our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. Other members of our non-teaching staff also attend staff development training. Our School Business Manager and Guidance

Counselor take part in many of the above mentioned staff development activities along with teachers. In addition, our SBM attends staff development on Election day and our Guidance Counselor attends varied mandatory trainings, including two day Respect for all Anti-Harassment Initiative to prevent bullying and bias related incidents, CAP program training, etc.

Since all of our staff participates in the above-mentioned professional development opportunities throughout the school year, plus many more staff members avail themselves of the professional development opportunities listed in part 2 above, everyone receives many more hours than the annual requirement.

C. Parental Involvement

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

We will hold annual individual meetings with parents of ELLs at least one time during each school year, in addition to the four regular parent teacher conferences. At these meetings teachers will discuss the goals of the program, the language development process of the individual student, the language proficiency assessment results as well as the student's language development needs in all content areas.

At this meeting we will have content area teachers, the bilingual guidance counselor, and a school staff member to translate as needed. If no staff member is able to translate than we will utilize the DOE Translation Unit to hold over the phone translations. The International High School for Health Sciences has teachers working collaboratively on three interdisciplinary teams. Each of the teams meet together to discuss students' language development and content knowledge progress, language proficiency assessment results and language development needs during their two hour long meetings each week.

Each interdisciplinary team has 40 minutes of their weekly team time to utilize for parent involvement time. This period of time which is within the teacher's contractual day is specifically set aside for meetings with parents of ELL's. Each team works with our bilingual guidance counselor in order to place phone calls to parents to schedule meetings.

In order to ensure that parent needs are accommodated we will utilize our faculty members in order to make phone calls to parents to arrange individual meetings. When a faculty member is not available to translate we will utilize the DOE Translation Unit to ensure that all parents receive information about their individual parent meeting in their native language. Our five interdisciplinary teams will work with parents schedules to coordinate the best time for the individual parent meetings.

Teams will document which parents attend their meetings and will make follow up outreach to any parents who have not been able to attend a scheduled meeting

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

Family responses to the HLIS are shared with the instructional team's ENL instructor, who in turn shares them with the members of the instructional team, directing the information to the Advisor assigned as the point of contact for each student. All efforts are made to accommodate the language preferences of the family. The first option is to use the linguistic abilities among our existing staff to communicate with families in one of the seven languages spoken by staff. Additionally, we make use of the BoE translation unit, contract live and written translation of school materials and electronic translation to communicate with families.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The International High School for Health Sciences will provide all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home.

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

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

- One 2-hour session on how parents can help their children to succeed in high school and introducing parents to the International HS instructional model.
- One 1-hour sessions to: a) Title I Annual Parent Meeting
- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy.
- Two 2-hour session on the communication and relationship between parents and their teens.
- One 2-hour session on the Jumprope assessment system
- One 1-hour session on obtaining NY City Identity cards.
- Two 2-hour sessions on how parents can use ARIS as a tool to keep up with how their child is doing in school.

- One 2-hour session on protecting you against job and housing discrimination and your rights presented by one of our CBO's, The Asian Americans for Equality-AAFE).
- One 2-hour session on how to support students with issues of cultural adjustment and second language learning.
- One 2-hour session on taxes and the documentation required for filing.
- One 2-hour session on awareness of gangs and how to keep your child safe.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are currently working with several organizations to address needs identified to the school from the families of our students. Access to healthcare for students has been an issue at the inception of the school, so we are working to organize representation by free and reduced cost health insurers for the families of our students at an upcoming PTA meeting. Our guidance department has helped to connect students and their families with pro-bono and sliding scale legal representation. We are also coordinating with the Newtown campus and the Public Health Department to locate a full-service clinic on the campus of our school, which is expected to open during the 2015-16 school year. We are also working with several organizations, including the Arab American Family Support Center to provide a range of outreach, group work and counseling services to students and their families. Staff members also have participated in training with the Morningside Center for Teaching Social Responsibility on the implementation of Restorative Practices in the school. Crecer has also helped Spanish-speaking families with family and individual counseling. The NY State Leadership Council and Make The Road NYC also are providing support for our undocumented students, including information sessions, organizing a DREAM Team group advocating for the rights of undocumented learners.

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

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

At scheduled meetings, including individual meetings, PTA sessions, Open School and Conferencing events, live translation support is provided by bilingual staff members, bilingual community members, or through contracted translation services to facilitate communication between staff and families. In individual cases in which a local live translator is not available, over-the-phone translation will be utilized. In the first two and a half years, this was coordinated by a collaborative effort between school administrators, instructors and guidance staff. Starting in January 2016, this effort will be complemented by a Parent Coordinator, who will serve as an additional resource at the school for supporting the informational and programmatic requests of parents.

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

Parental involvement activities are addressed in collaboration with the PTA representatives to the School Leadership Team, through the efforts of the Guidance Counselor, and in 2016 Parent Coordinator as well as through the parent surveys mentioned above in part 3. One way these needs have been addressed is through the variety of parent workshops on topics selected by parents themselves. At scheduled meetings, including individual meetings, PTA sessions, Open School and Conferencing events, live translation support is provided by bilingual staff members, bilingual community members, or through contracted translation services to facilitate communication between staff and families. In individual cases in which a local live translator is not available, over-the-phone translation will be utilized. In the first two and a half years, this was coordinated by a collaborative effort between school administrators, instructors and guidance staff. Starting in January 2016, this effort will be complemented by a Parent Coordinator, who will serve as an additional resource at the school for supporting the informational needs of parents, and collecting input on parent interests in the operation of the school. Through the PTA, parents requested to have English language classes for adults available at our school for parents. As a result of this request we facilitated access to ENL classes for parents on Saturdays. We plan to continue and expand this program during the 2015-16 school year, and seek additional opportunities to connect community resources to the needs of our community. One we seek to work with is Plaza del Sol Health Clinics, which will open a campus location in 2016.

D. Additional Information

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

Paste response here:

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|---|-----------|-----------------|
| C. Anthony Flney | Principal | | 1/1/01 |
| Catherine McManus | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ENL/Bilingual Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Randy Pena | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q236 School Name: International HS
Superintendent: Kathy Pelles

Before you begin, please check the following:

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

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

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

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

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

The data used to assess our school's written translation and oral interpretation needs include data found from a variety of 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. Examples of these data sources include ATS reports of preferred languages, transcripts from prior institutions, Blue card responses and reports from guidance and instructional staff who interact with the students and their family members. 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. We also utilize information gathered from Part III of the Home Language Survey (HLIS), ATS reports, Student Emergency Contact cards, Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. The policy of International High School is to provide all parents with written translation and oral interpretations through all means available to us.

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

Arabic
Bangla
Chinese dialect-unknown

Chinese
French-Haitian-Creole
French
Haitian-Creole
Korean
Mandarin
Mandinka
Nepali
Pashto
Philipino
Punjabi
Polish
Russian
Spanish
Tamil
Tibetan
Urdu
Uzbek-

Part B: Creating a Communications Calendar

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

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as

possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conference-9/30/15, 11/19/15, 3/10/16* (Calendar change requests made for consolidated PTCs to facilitate in person translation).

Family night-5/13/16.

PTA meetings-Monthly

Individual meetings with parents of all ENL students-Throughout the year

New Parent Orientation-August and February

Part C: Providing Language Assistance Services

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

All letters and correspondence with parents are sent out in 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-Creole, French, and other languages as the need arises.

- IHS-HS 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, aides and administrators many of whom speak at least two languages. The languages spoken by staff members include: Spanish, Cantonese, Mandarin Chinese, French, Haitian-Creole, Farsi, Italian, Kannada, Philipino 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. Additionally, we have utilized the language abilities of other members of the campus community, including school aides, and school safety officers for brief, informational translation. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and written translations when necessary. Finally, when a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

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

- 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 languages. The languages spoken by staff members include: Spanish, Cantonese, Mandarin Chinese, French, Haitian-Creole, Farsi, Italian, Kannada, Philipino 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 are also able to call upon recent

graduates of neighboring Internationals Network schools 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 in NYC who are able to share resources and if they have a staff member who speaks a language we cannot provide we can arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the telephone. We also have used translation services contracted through the Board of Education to provide verbal translation for community events and for languages not supported with translated editions in state examinations.

Part D: Training Staff on Policies and Procedures

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

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

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

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.

- When a parent enters the school they are greeted by a parent welcome poster conspicuously posted outside the main office.
- When a parent enters the main office a language ID guide is clearly posted at the security desk as well as in the main office.
- At the new parent orientation meetings in August and February parents are provided with the Parents' Guide to Language Access. Copies of the guide are also distributed to parents at the four parent conferences throughout the school year. In addition, copies of the guide are posted in the main office where translations are made available as needed.

-Notification to our parents is made in a variety of ways. A teacher advisor provides monthly newsletters in all the covered languages as well as in a variety of primary languages providing notification of their rights. This information is also provided to parents at several points throughout the year. The 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. Parents are also informed of the translation and translation services at all four parent teacher conferences held in September, November, March and in May.

- The information is to be posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the parent's Bill of Rights regarding language assistance services and translation services are available from the staff in the main office, room 419 and in our Guidance suite in room 311.
- International High School for Health Science'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 languages spoken by over 10% of the students are covered languages. (Spanish and Chinese).
- 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.

Part F: Monitoring and Quality Control

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

In order to gather feedback from parents on the quality and availability of services the school will assess the answers parents provide in the school survey about whether or not the school is communicating with the parent in their native language. Parents who attend monthly PTA meeting will be asked to provide feedback on how well the school is providing parents with both written and oral translation services. In addition, whenever our parent coordinator communicates with parents she will request feedback on ways to improve communication and availability of translation services. We maintain an open-door policy for all parents, and identify staff members and building community members who are available to support caregivers in their native languages, to increase the opportunities for parents to offer feedback, and identify a teacher Advisory as a point-of-contact for each student. The school additionally has identified a Parent Coordinator candidate whose anticipated start date is January 4th, 2016. This new staff member will conduct focus groups to engage parents of the cultures represented in our school to assess family feedback on school services, and will help to facilitate community walks to engage and connect school and home resources.