2018-19

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
BEDS Code: 34200011236
Grades Served: 9-12
School Address: 48-01 90th Street Queens NY 11373
Phone Number: 718-595-8610 718-595-8605
Fax: 718-595-8605
School Contact Person: Heather Cristo
Email Address: hcristo@schools.nyc.gov
Principal: Carl Anthony Finney
UFT Chapter Leader: VirjanandDepoo
Parents’ Association President: MayraMacias
SLT Chairperson: Heather Cristo
Title I Parent Representative (or Parent Advisory Council Chairperson): YeseniaNavarrete
Student Representative(s): Nicole Perez, Astrid Carillo
CBO Representative: Luis Duany

District Information

Geographical District: Affinity
Superintendent: Kathy Rehfield-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 718-935-5941
Fax: 718-935-5941

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Affinity Group</th>
<th>Executive Director</th>
<th>Alexandra Anormaliza</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td>131 Livingston Street Brooklyn NY 11201</td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:AAnorma@schools.nyc.gov">AAnorma@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-935-5618</td>
<td>Fax: 718 241-9223</td>
</tr>
</tbody>
</table>
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Anthony Finney</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>VirjanandDepoo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>MayraMacias</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td>ShengyuLin Yu</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>YeseniaNavarrete</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>NicolePerez</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Astrid Carillo</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Heather Cristol</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Randy Pena</td>
<td>Member/ Guidance Counselor</td>
<td></td>
</tr>
<tr>
<td>Nancy Pina</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
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</tr>
<tr>
<td>Hortensia Abril</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Francisco Vicente</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td></td>
<td>Member/ Student</td>
<td></td>
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<td></td>
<td>Member/ Student</td>
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<tr>
<td></td>
<td>Member/ Teacher</td>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
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<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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The mission of The International High School for Health Sciences is to help new non-English speaking students acquire English language skills and develop the determination, compassion, and discipline for successful college study in medicine, nursing, health counseling, research or in the administration of health care services.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The International High School for Health Sciences is entering our sixth year; we graduated our second class as of June 2018. Our student population is made up entirely of diverse newcomer immigrant students, who have resided in the United States anywhere from one week to three years.

Our mainstay partnerships are with The Internationals Network for Public Schools (INPS) and the National Academy Foundation (which supports our CTE work). In addition, our juniors all serve one semester internships at local sites including area hospitals, the New York Hall of Science and many others. We have an ongoing relationship with the New York Hall of Science, Theatre Development Fund, Materials for the Arts, Make the Road New York, College Now, Magicbox productions, Beam Center, L.O.V.E. Mentoring program, CUNY Creative Arts Team (CAT), Strike Anywhere Ensemble, and Duke of Edinburgh Opportunity. We are a PROSE school and have also been accepted into the Learning Partners program for a second year. We practice Mastery based learning and Restorative Justice and are connected to Mastery Collaborative. Teachers are supported by our literacy coach through the NYC Writing Project as well as a coach from INPS.

Our school now enrolls about 300 students, all of whom are newly arrived immigrants and who represent over 30 nationalities, with over 20 languages spoken in the home. In addition to our extensive scaffolding and differentiation in all classes, our school offers before school, after school and Saturday programming to support struggling learners and to provide enrichment activities for students seeking further challenges.

3. Describe any special student populations and what their specific needs are.

As a school serving newcomer students, we have a higher than average percentage of Students with Limited/Interrupted Formal Education (SLIFE). These are students who may not be literate in their native language due to a lack of opportunity for schooling in their home countries. These students require additional time with teachers, different types of scaffolds (i.e. learning the alphabet or basic numeracy) and additional help. We provide in class support, as well as a pull out class for this population.

4. Identify 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.

Framework for Great School Components where we have made the most progress include:

Supportive Environment:

Our most recent (2016-2017) Quality Review cites school culture as an area for Celebration with a Well Developed rating. Our 2018 Learning Environment Survey supports this finding. For example, in the section on Supportive Environment our school scored +13% above the Borough average and +14% above the city average on classroom behavior. 97% of our students report that they "feel safe in their classes" The Principal Performance Observation visit from Spring 2018 cites Learning Environment as a strength, "Principal leads the school in the implementation of comprehensive strategies that promote a safe climate and the personal and academic growth of students. School is welcoming, safe and supportive. School continues to have supportive reading program, Restorative Justice practices in advisory and internship as part of CTE." Strong areas of practice include:

- Weekly Guidance meetings with every teacher team to track and support students
- Advisory for all students for goal setting and communication, allowing teachers to track a small group of students
- Implementation of Restorative Justice practices
- Collaborative work between teachers mirrors expectations for students.

In the coming school year, the school will build upon this work with the participation by staff members in summer training on restorative practices, as well as participation in Learning Partners around Restorative practices in order to continue to create a supportive environment, and to align with the Citywide Behavioral Expectations.

**Collaborative Teachers and Effective Leadership**

Quality Indicators from the most recent (2016-17) Quality Review offered evidence to support a Proficient rating for this component, on the basis of the school's existing committee structure, strategic decision making, goal setting and team inquiry work. The most recent PPO (Spring 2018) supports this finding: "Principal takes into account feedback and data to conduct a yearly cycle of evaluation and adjustment based on student needs and works with the Coordinating Council to refine and implement those plans during the year. Team and department meeting time is dedicated to addressing those goals. Principal is continuing to build the features of the school that support and extend the CTE program." Our 2017 School Performance Dashboard shows that in the categories of Trust and Effective Leadership our scores are in the "Exceeding" range. We seek to maintain successful practices in this component, and build upon them. We will continue with our restructured Coordinating Council and add one new committee (a CTE working group). The work of all committees will further be supported with the provision of additional meeting sessions for Discipline teams, and clear expectations for the roles, norms and reporting requirements for each working group. This year we piloted the use of the text *Meeting Wise* (by Boudett and City) to support grade team liaisons with concrete facilitation and agenda planning skills. Next year we will expand this work to include an overview for the full staff and follow up meetings with Discipline and Committee Leaders in order to build teacher leadership capacity and have even more efficient meetings.

**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. We are meeting expectations in the category of Strong Family-Community Ties on our Framework scores. In 2018-19, we seek to continue our progress in this component through the implementation of our fourth year of 11th grade internships, which will place students in work-based learning sites in the second semester of the school year. We will build on our successful family events by working to bring in a fully representative set of parents.

Our key area for focus this year is:

**Rigorous Instruction**

In the most recent PPO feedback (Spring 2018) Curriculum and Pedagogy are listed as areas for improvement, "As you review the vertical curriculum, focus on the fact that curriculum must build towards the Portfolio Based Assessment Tasks (PBATs). Students should engage in curriculum that offers them choice, independence, and is differentiated."

We will continue to develop strong Graduation Worthy Projects (GWP’s) by supporting teachers to give each other feedback and present their work in instructional teams, with coaches facilitating. We will continue to revise our
instructional Outcomes and develop our Mastery based assessment practices as we did in 2017-2018. We have selected literacy across the curriculum as the focus for our PD committee in 2018-19. Our NYC Writing Project coach will facilitate the planning of a PD series to support literacy in all classrooms as well as strategies for our Reading classes. We have created a schedule for next year that allows for additional Team meetings in the spring to carve out more time for team inquiry work to be completed and presented during the PROSE structured review process in June 2019. By supporting reading classes, improving our Mastery work and developing our Restorative Justice work for all students we will continue to build a strong foundation for academic accomplishment that leads to increased student achievement as measured by credit accumulation, completion of GWP projects for graduation, scholarship reports and Regents pass rates in ELA and Math.
### School Demographics and Accountability Snapshot for 24Q236

#### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 307
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 1
- **# SETSS (ELA)**: N/A
- **# Integrated Collaborative Teaching (ELA)**: 2
- **# Special Classes (Math)**: 1
- **# SETSS (Math)**: N/A
- **# Integrated Collaborative Teaching (Math)**: 2

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 6
- **# Music**: #
- **# Drama**: 4
- **# Foreign Language**: #
- **# CTE**: #

#### School Composition (2017-18)
- **% Title I Population**: 90.0%
- **% Free Lunch**: 89.3%
- **% Limited English Proficient**: 71.3%
- **% American Indian or Alaska Native**: 0.7%
- **% Black or African American**: 4.2%
- **% Hispanic or Latino**: 61.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 26.1%
- **% White**: 7.2%
- **% Multi-Racial**: 1.1%

#### Racial/Ethnic Origin (2017-18)
- **Years Principal Assigned to School**: 5.25
- **# of Assistant Principals**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%
- **% Teaching with Fewer Than 3 Years of Experience**: 21%
- **Average Teacher Absences**: (2014-15) 2.5
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - **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 (2016-17)
- **ELA Performance at levels 3 & 4**: 57%
- **Mathematics Performance at levels 3 & 4**: 58%
- **Global History Performance at levels 3 & 4**: 98%
- **US History Performance at Levels 3 & 4**: 60%
- **Years Graduation Rate**: 58.6%
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: 0.0%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **No Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: 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

<table>
<thead>
<tr>
<th>1. Our strengths in the area of Rigorous Instruction include:</th>
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<tbody>
<tr>
<td>• According to our 2014-2015 School Quality Snapshot, 84% of students earned enough credits in 10th grade to be on track for graduation. Bear in mind that the graduation rate for ELL's in conventional school settings is 34%.</td>
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<tr>
<td>• Our 2016-2017 Learning Environment survey shows 97% percent of our students responding positively to questions about rigorous instruction (compared to 85% city wide).</td>
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<td>• Pass rates on ELA Regents in June 2016 were encouraging, 74% of 11th graders passed.</td>
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<td>• Our first year graduation rate, 2017, was 64%, compared to a graduation rate across the city for ELL's of 31%.</td>
</tr>
<tr>
<td>• 100% of our 12th graders (class of 2017) applied to college and 94% were accepted at one or more schools, these stats were similar for class of 2018.</td>
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</tbody>
</table>

Best practices include:

• Implementation of Graduation Worthy, Common Core Aligned projects and benchmark projects school wide, with presentations each January and June.
• Implementation of 9th and 10th grade projects that scaffold up to Graduation projects by planning backwards from the Internationals for Public Schools, state approved rubrics.
• Internships completed by over 90% of our junior class in 2016-2017 at a variety of sites, but primarily those related to our Health Careers CTE focus.

This data suggests that the Internationals approach of teaching language through content in mixed ability groups, with an emphasis on collaborative, hands-on group work is working effectively.

2. Our priority needs include:
In our 2016-2017 Quality Review, a Proficient rating was given for 1.1, (Rigorous Curriculum) and 2.2 (Assessment). Our 2018 PPO reports included Pedagogy and Curriculum as areas for improvement: "Students should engage in curriculum that offers the choice, independence and is differentiated." and "Work with teachers to embed lessons in projects: skills need to be taught in the context of a larger idea. Use inter-visitations to other classrooms and schools to model the idea of more student voice and choice in project design."

In order to support our goal of having students complete rigorous, Common Core aligned projects, our instructional needs/plans for this year include:

- Introduce technology and train staff to assess reading levels and provide remediation (Reading Plus and DORA) in an ongoing way.
- Continue school wide reading initiative by providing additional training around conferencing in reading classes and continue inquiry work to assess efficacy of reading classes. We have made literacy the focus of our PD Committee, which will be led by our Writing Project coach.
- Continue to develop high quality GWP projects by having an INPS coach facilitate feedback sessions for each GWP project using the "Guide for Self-Assessing a Common Core-Aligned Instructional Performance Task" which is based on the work of Hess and her cognitive rigor matrix.
- Participation in moderation work with the Internationals Network for Public Schools to ensure consistency in assessment of graduation projects.
- Continue to implement benchmark projects in our Junior Institute (9th/10th grade) to prepare students for assessments in Senior Institute (11th and 12th grade)

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 June 2019, 90% of our active 11th and 12th grade students will present rigorous, Common Core aligned projects designed to satisfy the requirements of the NY State ELL waiver-approved rubric.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Instructional staff</td>
<td>9/2018 - 6/2019</td>
<td>1. Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Principal, teachers, NYC Writing Project (NYCWP) coach, and Internationals Network coach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Principal, teachers, Internationals Network Staff and Portfolio Committee Members</td>
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</table>

Teachers of the 5 core subjects (Math, Science, ELA, Social Studies, and Health careers) will have developed and implemented common-core aligned units ending in a performance task designed to satisfy the requirements of a portfolio presentation rubric. Steps towards implementing this goal include:

- Principal sets expectation that teachers plan content area outcomes (objectives) and interim and final assessments (projects, tasks, & exams) rated using rubrics for each of their units (September PD).

- Continue work of portfolio committee to guide the development of project tasks, and implement the presentation of midyear and end of year portfolios

- 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

- An orientation in September 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.

- Outside evaluators will be invited to observe portfolio presentations in January and June.

- Having identified a shared unit template (ATLAS), provide time and support for all teachers to update and populate all units.

- 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.

Principal, NYC Writing Project (NYCWP) Teacher Consultant, and INPS coaches will support teachers to develop and implement quality common core units by:

- Facilitating professional development activities with various support organizations such as the INPS, and NYCWP
- 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.

Students presenting commencement portfolios will receive close mentoring with instructional staff during scheduled meetings on Mondays & Tuesdays from 2-3 pm in a small group setting. The weekly ‘look-fors’ will be communicated by instructional staff who created the portfolio projects to be presented.

Providing feedback & resources in unit & assessment planning and development of outcomes rubrics through PD or discipline or 1-on-1 meetings.

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 Hess Rigor Matrix, Bloom’s Taxonomy & Webb’s Depth of Knowledge.


### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In October we will have a back-to-school night for parents that will kick off our monthly PTA meetings. Our parent coordinator organizes these meetings and teachers support her by presenting curriculum and other information to parents. Our Parent Coordinator and Community Associate both provide training to parents in usage of our school wide grading system, which parents can log onto. Our entire office staff is bi-lingual so they are able to provide translation and support to parents who arrive at school, attend meetings or are called by us. Our monthly PTA meetings will focus on a variety of issues of interest to families, but will definitely include support for understanding Common Core standards and project based learning.

### 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.
IHS-HS will utilize per funding to support progress towards the goal for 5a by:

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.

Licensing and utilization of Jump rope Online Outcomes-Based Assessment, and Atlas curriculum mapping software.

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

Allocation to the Internationals Network for Public School, which in 2018-19 will assist with support, including instructional coaching and support training and resources for the implementation of graduation-worthy portfolios.

Per session and per diem 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

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<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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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 2018

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 by February 2018 and June 2019.

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

By February 1, 2019

All teachers will have written or revised approximately 20 content area outcomes for their content area that are linked to standards. The teachers who teach the graduation portfolio projects will meet in disciplines to assess their projects and review student work with colleagues. They will use a protocol to assess and revise projects according to what student work data.

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.

By June 2019, our online system (ATLAS) will be fully updated and populated with CCLS aligned curriculum for each content area, including Math, Science, Social Studies and ELA.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Each January and June we calculate our pass rate for our Graduation Worthy Projects. This percentage can be compared year to year to compare results.

**Part 5c.** In **February 2019**, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Our most recent Quality Review, completed in 2017/18 cites school culture as an area for celebration. Our survey data shows that our overall Framework Element score in Supportive Environment improved slightly between 2017 to 2018 (going from 3.22 to 3.56). Our survey scores for Supportive Environment for school year 2017-18 are 13% better than our Borough average and 14% better than the City Average. Strong areas of practice include:

- Weekly Guidance meetings with every teacher team to track and support students
- Advisory for all students to work on goal setting, communication and healthy relationships. Teachers track a small group of students
- Continued implementation of Restorative Justice practices, two additional staff trained in Spring of 2018.
- The addition of a Community Associate and School Aide
- Collaborative work between teachers mirroring expectations for students
- Both Admin and Guidance trained in Tier 2 Restorative Justice during 2017-2018

In the coming school year, the school will build upon this work to increase our training on restorative practices, and to align with the revised Citywide Behavioral Expectations. Our needs/plans include:

- A member of each instructional team to receive training directly from the Morningside Center for Restorative Teaching and/or our Affinity Support Center, Turn-key this training to colleagues
- Administrator to join the Advisory Committee to facilitate the training of youth Circle Keepers, who will be trained by two teachers and a coach.
- Further implementation of Circle practice into our Advisory curriculum, as well as using it to resolve issues that arise.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.
By June 2019, approximately 30 students will be trained to lead Advisory circles as part of the expansion of our Restorative Justice practices to include youth voice.
### 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:

- Evidence-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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>All returning staff will be offered an opportunity to undertake compensated training on restorative practices with community partners and/or our Affinity group throughout the year.</td>
<td>All staff</td>
<td>07/2018 – 09/2019</td>
<td>Assistant Principal, Bilingual guidance Counselor</td>
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<td>In September, all staff will participate in an exercise to clarify school wide behavioral expectations and non-academic skills. Our Advisory Committee will meet twice monthly to refine advisory curriculum used by entire staff and support teachers with Restorative Circles.</td>
<td>All staff</td>
<td>09/2018-6/2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>All staff will engage in ongoing professional development in the implementation of restorative practices and provision of social/emotional support for students.</td>
<td>All staff</td>
<td>09/2018–06/2019</td>
<td>PD Committee, guidance and administrative staff</td>
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<tr>
<td>Two teachers will recruit and train students to lead Advisory Circles.</td>
<td>2 teachers</td>
<td></td>
<td>Assistant Principal</td>
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<tr>
<td>Two of our Junior Institute teachers (Anya Wislocki and Priscilla Thomas) who are already trained in Restorative Justice, will work with a coach from The Morningside Center for Teaching Social Responsibility to train a group of 20-30 students over the course of ten weeks. The coach visit every other week (5 times total) with time in between for the teachers to practice and plan with students. Our Junior Institute students will focus on planning and leading advisory circles and our Senior Institute students (11th and 12th grade) will focus on Restorative Conferences with the support of our Guidance Counselor, Randy Pena, who has both Tier 1 and Tier 2 Restorative Justice training. We will also be able to work with one of our sister schools, Prospect Heights International, which has been piloting training youth leaders this year. Our work with students will take place during lunch and after school and we plan to select students based on interest and teacher nominations. We are seeking to include both our top citizens and also those students who show leadership potential, but do not always direct it positively. We know that purchasing special shirts for our Circle Keepers (that they will help design) will create some momentum and group spirit for this project. Our entire population are English Language Learners, so as with all</td>
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instruction, there will be use of visuals, translation, scaffolding and differentiation used in conducting this work.

3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We will communicate to families through our Parent Coordinator in a series of PTA meetings.

Our Parent Coordinator, Team Leaders and Community Associate will reach out during Family Engagement times and track parent contact through the comment function in our grading system, Jumprope.

Office staff will utilize School Messenger to further communicate with parents.

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 Advisory committee for whole staff trainings on restorative practices

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

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<th>Tax Levy</th>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
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<td>Other</td>
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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 31th, 2018:

A list of behavioral expectations agreed on in Coordinating Council, reviewed in team meetings and reflected in majority of classrooms

A staff handbook with written procedures and role assignments for managing infractions will be distributed to all staff members in September 2018
By February 1st, 2019

A staff committee will conduct at least two PD sessions on the implementation of restorative practices during whole staff professional development sessions and students will have led at least 5 circles in Advisory.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Use of Jumpropes comment function to track Restorative Circles and follow up during weekly Guidance Meetings.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. Our school’s strengths in the area of Collaborative Teachers include:

   - Our survey results from 2018 include: "96% of teachers say that their school the principal, teachers and staff collaborate to make the school run effectively." and also from 2018 Survey results: "100% of teachers say that their professional development experiences this year have been sustained and coherent."
   - On our most recent 2017-18 Quality Review we were found proficient in the area of teacher teams and leadership development, with the reviewer commenting that, "The work of teacher teams results in strengthening pedagogical approaches steering improved student progress."

Best practice includes:

   - Our practice of weekly instructional team meetings, teacher planned PD sessions, inquiry cycles supported by team liaisons and coaches.
   - Our use of the book Meeting Wise to teach facilitation and agenda planning skills during monthly meetings with teacher leaders.

2. Our priority needs in this area include:

   - Providing further training for teachers on the use of mastery based grading and Jumprope grading system, which allows for a focus on mastery over completion. Teachers can target skills that have not been mastered give targeted feedback to students.
   - Continue to revise and improve existing Outcomes and monitoring of student progress. Creation of a vertical alignment documents created in Discipline meetings during school year 2017-18.
   - Develop our new 12th grade Advisory program to support students in academic goal setting and monitoring.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, out Discipline teams (ELA, Social Studies, Math and Science) will contribute a portion to a course handbook detailing our course descriptions and the common outcomes (based on our Internationals rubrics) used to assess classes in order to increase continuity for students.
## Part 3a – 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:

- Evidence-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).

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<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
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</table>

### Instructional staff
- **Principal sets expectation that teachers plan common content outcomes (objectives) that align from beginning to commencement levels of proficiency.**
  - Instructional staff
  - September 4, 2018 through monthly Discipline meetings up until May 2019
  - Principal

### Instructional staff
- **In weekly Team and biweekly PD meetings, teachers will work with peers to develop and share feedback on the common content objectives.**
  - Instructional staff
  - On-going in weekly team meetings and bi-weekly Discipline meetings through June 2019
  - Principal, teachers

### Instructional staff
- **Principal, NYC Writing Project (NYCWP) Teacher Consultant, and INPS coaches will support teachers in developing and implementing quality content objectives by:**
  - a. Participating in professional development on portfolio-based assessment given by the Internationals Network for Public School
  - b. Designation of a member of staff to serve as a portfolio and PD committee chair to the INPS
  - c. Creation of a local portfolio and PD committee
  - d. Familiarizing teachers with city-prioritized common core standards, and guiding them in developing common content objectives
  - e. Providing feedback & resources in unit & assessment planning and development of content outcomes rubrics.
  - Instructional staff
  - On-going through June 2019
  - Internationals Network for Public Schools; Principal, NYC Writing Project (NYCWP) Teacher Consultant, and INPS coaches
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. This Spring PD time will be devoted exclusively to teacher inquiry work, by finishing Committee meetings in April.

| Instructional staff | On-going through June 2019 | Teachers, coaches, families |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- We will offer workshops and ESL classes for parents so that they can support their children. They will have access to grades through Jump rope grading software. Our Parent Coordinator, Community Associate and all teachers will communicate with parents at the September Open School Night, October 2nd PA meeting and through phone calls to ensure that parents receive the school wide grading policy that is in line with the most recent Academic Policy updates.

### 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. 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.

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| C4E |   | 21st Century Grant |   | SIG |   | 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 31, 2018, 100% of teachers will present draft curriculum maps, syllabi and grading policies for feedback from administrators. By November 30th, all teachers will share outcomes and work towards refining and aligning those across the grades.
By January 2019, 90% 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. Teacher outcomes will be aligned to this rubric.

By March 2019, 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 and identifying which outcomes still need to be mastered.

By June 2019, 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. Indicate the specific instrument of measure that is used to assess progress.

Jumprope grading software which tracks scholarship reports allows for comparison and monitoring of Outcomes. We also monitor our graduation portfolio pass rate and compare it from year to year.

### Part 5c. In February 2019, 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

<table>
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<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Areas/Evidence of Strength in this area include:

- Our 2015-2016 Learning Environment Survey has 90% of our parents reporting positively about various issues, including, as an example: "The Principal is strongly committed to shared decision making." 93% of teachers respond positively to "It is clear how all of the programs offered are connected to our school's instructional vision." The overall rating for Effective Leadership rose from 3.9 in 2016 to 4.2 in our most recent 2016-2017 survey. Some indicators from our 2018 Learning Environment Survey include: "98% of families say that the principal is committed to shared decision making." and "96% of teachers say that the principal communicates a clear vision for this school."

- In our most recent 2016-2017 School Quality Snapshot 97% of all respondents had positive replies to questions about school leadership (compared to 82% city wide).

Our needs in this area include:

- We will work to integrate staff into our revised committees (Advisory, Portfolio, SLIFE, CTE and PD). We will add an additional Committee to focus on improving support development and coherence of our CTE program. Admin team will join committees.

- We will restructure our decision-making body to include more student voice and integrate new protocols for improved decision making and communication.

- The Principal and Assistant Principal will continue to receive feedback and coaching from monthly critical friends groups run by The Internationals Network for Public schools.

- The Principal will continue to participate in monthly meetings scheduled by the NYC DOE with our Superintendency/Affinity Group.

Part 2 – Annual Goal

<table>
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<tr>
<th>Indicate your school’s 2018-19 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.</th>
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By June 2019, 100% of our instructional teams will present the findings of instructional inquiry work completed throughout the year, with reflection on the implications for instruction.
### Part 3a – 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:

- Evidence-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).

| Target Group(s) | Timeline | Key Personnel
|-----------------|----------|------------------|
| Who will be targeted? | What is the start and end date? | Who is responsible for implementing and overseeing the activity/strategy?

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.

**Target Group(s):** All staff

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/2018-09/2018</td>
<td>Administration, UFT Representative</td>
</tr>
</tbody>
</table>

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.

**Target Group(s):** All staff

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/2018</td>
<td>Administration, UFT Representative</td>
</tr>
</tbody>
</table>

Administrative team will hold monthly meetings separately with Team Liaisons, Committee Facilitators and Discipline Facilitators.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/2018-10/18 to 6/19</td>
<td>Administration, UFT Representative</td>
</tr>
</tbody>
</table>

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.

**Target Group(s):** All staff

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/4/2018 to 09/28/2018</td>
<td>All staff</td>
</tr>
</tbody>
</table>

A separate committee including representatives from each of the four instructional teams, each of the three committees, 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.

**Target Group(s):** Administration, Team Liaisons

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/20178 form, Meet weekly throughout the year until end of May 2019</td>
<td>Administration, Team Liaisons</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
We will continue to offer incentives for attendance at PTA meetings and support our parents who step up to take leadership roles. Our Parent Coordinator and Community Associate will be key to this effort.

### Part 4 – Budget and Resource Alignment

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

**Human resources:**

The entire instructional staff will participate, led by Team Liaisons identified on each instructional team to serve as a facilitator of the inquiry project, and as a point of communication with the Administrative Team and the contracted INPS Instructional Coach who will work to support their efforts. Dedicated meeting time will include one whole staff Monday PD session in the Spring and Fall, as well as dedicated Inquiry work time on four Mondays in the Spring.

**Instructional resources:**

Training modules, including the MeetingWise text, as well as whole staff PD and Liaison-facing support materials developed in conjunction with the INPS Instructional Coach contracted with OTPS resources.

**Teacher per session and per diem:**

Team Liaisons will receive per session for biweekly meeting time that extends beyond contracted hours after weekly Coordinating Council to receive support in facilitating inquiry projects on their respective teams. Administrative per session is not anticipated.

**OTPS:**

INPS Coach to support Inquiry project implementation through a staff-facing PD in the Fall, and push-in support of each of the four instructional teams as they complete their inquiry projects and prepare their findings for presentation to colleagues in June.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 September 2018 Instructional teams are formed and liaisons identified, meeting norms established and ongoing minutes created.
By November 2018 committee representative and team liaisons will be trained in new protocols and problem solving.

By February 2019 all Instructional teams will have an identified inquiry topic and will have completed one cycle and revised outcomes accordingly. We will have completed one PD session to support this work.

By April 2019, coach from the Internationals Network for Public Schools will have met with all teams to provide feedback on Inquiry work.

By June 2019, each instructional team will present the outcomes of inquiry work, including implications for instruction and revised instructional practices.

**Part 5b. Indicate the specific instrument of measure that is used to assess progress.**

Committee minutes tracked in Google docs will allow admin team to see progress with agenda planning and efficiency.

**Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Areas of strength/best practices for this element include:

- Our school successfully implemented the third year of internships. Over 90% of juniors completed a semester long internship and presented their work at our Spring internship fair. Partner organizations and some parents were able to attend to help evaluate and celebrate student work.
- In January 2016 our school hired a Parent Coordinator who has been able to increase participation at SLT, PTA, Back to School and Parent-Teacher Conference events.
- Our addition of a second Guidance Counselor in September 2016, as well as a Family Worker in October 2016 increases our ability to support families. We anticipate hiring a school aide for school year 2018-19.
- In our most recent School Quality Report (2016-2017) our survey data was cited as being positive overall on the topic of Strong Family-Community Ties. For example, "98% of families say that the principal encourages feedback from the community and them through regular meetings." and "96% of families say that the principal at their school promotes family and community involvement in the school."
- This year we continued an established partnerships with the National Academy Foundation (NAF), Theatre Development Fund (TDF), Internationals Network for Public Schools, New York Hall of Science and our many internship cites. Next year we will continue with additional partnerships formed in the past year with Beam Center, Magic Box Productions, the Telluride Film Festival.

Our priority needs in this area include:

- Increasing the number of internship sites related to health careers by reaching out to neighborhood institutions as well as continuing a medical assisting class and CPR training, which will increase student awareness and interest in medical internships.
- Increasing our attendance at events planned for families and attracting more diverse language groups.
- Applying for grants to support an increase in partnerships.
- Increasing the percentage of parents who volunteer at the school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 90% of seniors will apply to a range of two and four year colleges.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>All students</td>
<td>Science and CTE teachers, National Academy Foundation (NAF) staff</td>
</tr>
<tr>
<td>Non CTE- and Science-courses will identify explicit interdisciplinary integration with healthcare-themes</td>
<td>All students</td>
<td>All teachers</td>
</tr>
<tr>
<td>All 11th 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 health care industry career.</td>
<td>By June 2016</td>
<td>All teachers, Principal, Guidance Counselor, Academic, Industry partners</td>
</tr>
<tr>
<td>Implementation of an internship support seminar course, terminating in a presentation of the experience at an internship fair</td>
<td>All 11th grade teachers and their students</td>
<td>All teachers, Guidance Counselor, NAF trainers</td>
</tr>
<tr>
<td>The continuation of a medical assisting class and CPR training to our CTE curriculum this year will increase student interest in health careers internships.</td>
<td>11/12 grade students and CTE teachers</td>
<td>Two CTE teachers, Principal</td>
</tr>
<tr>
<td>In collaboration with the College For All initiative we will plan the following events: Alumni return day, Career Day and Signing Day in order to contribute to a college going culture and expectation.</td>
<td>CTE Committee, College Team</td>
<td>College Advisor, AP</td>
</tr>
</tbody>
</table>

All students will undertake coursework designed to build awareness and skills associated with the health care industry. Parents will be invited to attend student presentations of collaborative work products from this course.

Non CTE- and Science-courses will identify explicit interdisciplinary integration with healthcare-themes.

All 11th 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 health care industry career.

Implementation of an internship support seminar course, terminating in a presentation of the experience at an internship fair.

The continuation of a medical assisting class and CPR training to our CTE curriculum this year will increase student interest in health careers internships.

In collaboration with the College For All initiative we will plan the following events: Alumni return day, Career Day and Signing Day in order to contribute to a college going culture and expectation.
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Partnerships with Beam, Magicbox, College Now, clinic, Plaza del Sol, L.O.V.E Mentoring program.

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.

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.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 100% of 11th grade students will have taken a global health-themed career course

The 11th grade instructional team will have developed a curriculum map for the internship support seminar course

100% of 11th grade students will have been assigned to the internship support seminar course

The school will have a formalized list of internship sites available to host our students

By June 2019,

100% of 9th and 10th grade students will have taken an Introduction to Anatomy and Health Careers

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

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Participation and quality of culminating internship fair will indicate the success of the progression of classes and actions described in Progress Monitoring. Participation in College events and success with college acceptances and financial aid.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="https://www1.nysed.gov/">NYSED's memo</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>ELA status as determined by ELA Performance task, NYSES LA T or scores below 65% on teacher-created assessments..</td>
<td>Academic Literacy skills including close reading and contextualizing arguments, SIFE Instruction</td>
<td>Small group instruction</td>
<td>Before school, Wednesday and Friday Literacy Support Group</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Regents score below passing, scores below 65% on teacher-created assessments.</td>
<td>Tutoring, Saturday Math Academy Regents Exam and CC Algebra preparation,</td>
<td>Small group instruction</td>
<td>Before school, Saturday Academy</td>
</tr>
<tr>
<td>Science</td>
<td>Scores below 65% on teacher-created assessments.</td>
<td>Tutoring, Experimental design and supporting hypotheses with data, Science research Group, Science Support Class</td>
<td>Small group instruction</td>
<td>Before school, After school, Lunch</td>
</tr>
<tr>
<td>Social Studies</td>
<td>ENL status as determined by NYSES LAT scores and scores below 65% on teacher-created assessments</td>
<td>Academic Literacy skills including close reading and contextualizing arguments, SLIFE Instruction, College Now Preparation</td>
<td>Small group instruction</td>
<td>Before school, Thursday after-school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Referral issued by Guidance Team.</td>
<td>Counseling, Boy’s Group</td>
<td>Small group sessions, one-on-one, family sessions</td>
<td>Before school, Advisory Period, Lunch, After school</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th><strong>56</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>Providing school supplies including backpacks</td>
<td></td>
</tr>
<tr>
<td>Metrocards</td>
<td></td>
</tr>
<tr>
<td>Counseling as needed</td>
<td></td>
</tr>
<tr>
<td>Referral for outside services</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th><strong>n/a</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school's Title I Status.

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

IHSHS recruits highly qualified teaching candidates through both the NYCDOE Open Market and New Teacher Finder systems and via the Internations 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.

To date, as we begin our fifth year, two teachers have left our school, one to teach overseas and another is moving out of state. 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.

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).

IHSHS offers its pedagogues many opportunities for teacher leadership and high quality professional development. Because IHSHS is a new school where collaborative practices are highly valued, teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Teachers also learn facilitation skills through leading their weekly interdisciplinary teaching team, which occurs on a rotating basis.

Professional growth of all pedagogues is fostered on several levels including biweekly professional development sessions (whole faculty) and interdisciplinary teaching team meetings, and guidance meetings each of which occur weekly. The biweekly professional development sessions allow faculty the opportunity to collaboratively: establish
whole school policies, share best instructional practices, discuss progress towards school-wide instructional goals, develop and refine the restorative justice program, and discuss advisory class issues. During weekly team and guidance meetings, faculty meet with the school guidance counselor in order to discuss case management of their shared student population (Tuesdays and Thursdays) as well as to engage in interdisciplinary project planning and analysis of student work (Mondays). Because each interdisciplinary teaching team contains at least one ESL-certified teacher, all faculty members, regardless of subject area certification, learn about ESL strategies to further enhance instruction across disciplines. All teachers also receive specialized training in ESL strategies and working with ELLs through network-wide professional development with the Internationals Network for Public Schools (INPS). INPS provides workshops during the summer, on Election Day, and at various times throughout the school year via after-school seminars and teacher intervisitations (peer observations at various IHSs). 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 2016-17 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.

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B section reference(s) where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$118,620.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$16,884.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,884,508.00</td>
<td>X</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2 The 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 aim 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**: Supplemen- tary 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The International High School for Health Sciences will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

### Parental Involvement and School Quality

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., ESSA/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 ESSA;

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;

Encouraging School-Level Parental Involvement

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)

School-Parent Compact (SPC)

The International High School for Health Sciences, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
</table>
| 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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
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</table>
| 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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
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<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>✗conceptually consolidated (skip part E below)</td>
<td>✗NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

**Part B: Direct Instruction Supplemental Program Information**

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✗Before school</td>
<td>✗After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

| Total # of teachers in this program: | |
| # of certified ESL/Bilingual teachers: | |
| # of content area teachers: | |
**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 heterogeneous 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 than 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 will begin the first week in October 2018 and will end on June 2019. 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 at all grade levels. 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. These teachers are embedded with instructional teams with whom they co-plan and implement a freestanding ESL program. In addition to the periods in which they directly teach ELA, ESL and Reading sections, they will co-plan with history, math and science teachers the delivery of content using strategies to support new speakers of English.

**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 SLIFE. The class will provide supplemental small group instruction for 12 ELL students. It meets Wednesdays and Fridays from 3:00 - 4:00p.m. 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. This year we will also be incorporating a Bridge curriculum for SLIFE students.

Also beginning in October and operating until June, the school will offer a reading program as a component of a school-wide initiative for the 2018-19 school year. Professional development will be offered to all staff teaching the classes. English teachers will serve as key facilitators on their respective instructional teams, fulfilling the role of matching students to texts, and supporting other teachers as they facilitate reading courses. The school will expand access to leveled classroom libraries, provide access to online literacy support software, including DORA and Reading Plus, and enlist coaching support from the NYC Writing Project and Internationals Network for Public Schools to develop staff capacity in this work.
Part B: Direct Instruction Supplemental Program Information

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 9-12. 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 - 8:40a.m. for a total of 80 hourlong sessions. The language of instruction is in English. Materials: leveled informational trade books, DORA and Reading Plus online programs, teacher-made materials, and other Internet resources.

Period attendance is maintained by classroom teachers using the Jumprope system. Period attendance is visible to all teachers serving a student, and staff are directed to look for patterns of absences, latenesses and potential cutting. Late arriving students must route via the main office, where a late pass is issued, and the tardiness is recorded on the ATS attendance sheet. Daily attendance folders for ATS are distributed fifth period by a Family Worker, and teachers on duty record attendance. The folder is collected at the end of the period, and is scanned to ATS by the Parent Coordinator. The Parent Coordinator further supports teachers using Jumprope and ATS by communicating excuse notes delivered to the school. These are memorialized in Jumprope, before CIND is used to update attendance in ATS. Daily autodialer calls are placed using school messenger, which is programmed to call in the home language of the family on file on the HLIS on file in each student's cumulative folder, collected upon intake.

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: ________

IHS-HS’s enrollment criteria require that all admitted students are recently immigrated English language learners who are at the beginning of their development of English language learning. As a result, each classroom is populated by new students of English eligible for Title III support, and requiring the support of well-trained teachers to address their learning needs. All teachers work with ELLs in our school, so all 21 teachers will participate in our professional development program.

Professional development is ongoing, beginning in late August of 2018 and running until the end of June 2019. The primary PD days will be Mondays, which will alternate between committees focusing of training, portfolio-based instruction and social/emotional support working groups. These will alternate with whole staff PD that will include committee-developed resources, with support from our partners including INPS and NYCWP. Periodically, we will provide additional, targeted training sessions on select topics, such as the use of online tools, such as Jumprope and Reading Plus. Other PD opportunities will include Chancellor’s PD days, as well as inter-visitation opportunities that recur on a monthly basis from October to June.

There are two school-wide instructional foci to which our school’s professional development planning is primarily aligned with.

The first is the development of curriculum resources. Now in our sixth year, we are refining learning objectives, lesson and unit plans that align to our school’s instructional design
### Part C: Professional Development

principles, while mapping a clear progression from recently arrived to graduation-worthy portfolio presentations.

The second instructional focus is on implementing a school wide reading program. The initiative provides opportunities for all students to have dedicated reading instruction, differentiated to meet their individual needs. Training includes increasing teacher capacity to support readers, use of online reading tools and matching students to appropriate leveled texts.

IHS-HS works with several providers including:
The Internationals Network for Public Schools (INPS) – Provides curriculum resources, individual and group coaching, organizes workshops and inter-visitations to address a range of topics relevant to the delivery of high-quality instruction to ELLs using research-tested methods.
The New York City Writing Project (NYCWP) – Supplements the coaching support offered by the INPS with a particular focus on the acquisition of reading and writing skills. Elements include individual and group coaching delivered by a NYCWP coach, consultation in the development of professional development to support the school-wide reading initiative launched this school year, and support of inter-visitation between classrooms and schools to observe and learn from strong practitioners working with ELLs.

### 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 and our Parent Coordinator, he conducts a needs assessment to determine which CBOs to invite and which topics to cover at parent meetings pertaining to ELLs. Translators are made available during the meetings.

Parent meetings are specifically designated for ELL parents, as all students in the school are ELLs. The PA meetings occur once a month on the first Tuesday of the month. The meetings will be scheduled from 5-7:30pm and will be facilitated by the Guidance Counselors (Randy Pena and Tania Alvarez) Parent Coordinator (Daniry Lopez) and Principal Anthony Finney. Outside providers including Make the Road and other local CBOs may present. Topics at meetings will include: 9/2018 - New student orientation 10/2018 - Introduction to project and outcome-based assessment for ELLs 11/2018 Parent-Teacher conferences 12/2018 - Accessing before/after school academic supports and enrichment programs for ELLs, including community-based resources 1/2019 - Resources to support ELL students in the portfolio process, part I 2/2019 - Credit accumulation and Regents supporting ELLs 3/2019 - Supporting ELLs academic and social development 4/2019 - Applying for academic programs, work based learning opportunities and summer internships 5/2019 - College application process specific to immigrant and ELL issues 6/2019 - Resources to support ELL students in credit accumulation the portfolio process II  Translation for our ELL families will be provided by staff. CBOs include CBOs, Morningside Center for Teaching Social Responsibility, and the National Academy Foundation. - ESL classes are provided from October through June on Saturdays from 10-12pm on site by our partner school, Newtown High School.
Part D: Parental Engagement Activities

Notification will be made through a variety of means including:
- School calendars
- Backpacked letters (with translation support)
- Social media messaging (with translation support)
- School messenger (with translation support)
- Advisor phone calls (in various languages spoken by staff and other languages with phone translation support)
- Guidance Counselor phone calls (in Spanish and other languages with phone translation support)
- Parent Coordinator phone calls (in Spanish and other languages with phone translation support)
- Family Worker phone calls (in Mandarin and Spanish)

IHS-HS has a staff with wide language capacities represented. For families who do not have a school employee who can translate, live interpreters will be made available for mass in-person events, including Open School, Parent-Teacher conference and PTA meeting nights. For individual sessions without staff translation available, over-the-phone services will be utilized. All staff members have been trained on using this system, and a memo was issued in October 2018 directing its use. As a school serving an ELL population exclusively, these supports are a part of how our school operates. All of our parents are likely family members of students receiving Title III support.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
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<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
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<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $1000</th>
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<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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</thead>
<tbody>
<tr>
<td>Other</td>
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<td></td>
</tr>
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<td>TOTAL</td>
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</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>24</th>
<th>Borough</th>
<th>Queens</th>
<th>School Number</th>
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<tbody>
<tr>
<td>School Name</td>
<td>The International HS for Health Sciences</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>C. Anthony Finney</th>
<th>Assistant Principal</th>
<th>Heather Cristol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Lona Vilmar-Jacks</td>
<td>Coach</td>
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<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Sarah Cunningham</td>
<td>School Counselor</td>
<td>Randy Pena</td>
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<tr>
<td>Teacher/Subject Area</td>
<td>Amanda Vender/ ESL</td>
<td>Parent</td>
<td>Mayra Macias</td>
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<tr>
<td>Teacher/Subject Area</td>
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<td>Parent Coordinator</td>
<td>Daniry Lopez</td>
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<td>Related-Service Provider</td>
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<td>Field Support Center Staff Member</td>
<td>Jessaca Long</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Kathy Pelles</td>
<td>Other (Name and Title)</td>
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</table>

**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 not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| 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 not 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) | 300 | Total number of ELLs | 300 | ELLs as share of total student population (%) | 100.00% |
Part II: ELL Demographics

A. ELL Programs

This school offers the following grades (includes ELLs and non-ELLs)

Check all that apply:

- Transitional bilingual education program (TBE) Yes ☒ No ☐
- Dual language program (DL) Yes ☒ No ☐
- Freestanding ENL Yes ☒ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   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. We use a SLIFE screener provided by the NYC DOE for incoming students identified through the intake process. We use a MLS screener for literacy in Native Language that was suggested by the New York State Bridges program. Our ELA/ESL teachers in the 9th and 10th grade uses DORA 3 times a year to track literacy progress. This information is shared with the instructional team in order to inform curriculum planning. These assessments are complemented by the lengthy interview and intake process, as well as teacher assessments.

   The results of the various assessments 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 SLIFE Literacy Support on a pull-out basis, using the Bridges curriculum. Additional support will be offered via outside-of-school offerings, including before and after day and weekend programming.

2. What structures do you have in place to support this effort?
A SLIFE Committee meets every other week 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. These strategies are piloted and then shared with the rest of the staff.
In addition we have the pull out SLIFE class. Our main structure is the ongoing PD through the Internationals for Public Schools Network so that all teachers are continuously learning the Instructional model that has been proven successful for ELL students.
In addition our school is structured into teacher teams, which meet twice weekly. One of those meetings is a Guidance meeting devoted to tracking student socio-emotional and academic growth and coordinating services and supports with the guidance counselor.
This year we have also formed a partnership with the CUNY Arts Team (CAT) to participate in a program which funds a teaching artist and advocate counselor who especially targets 30 low-achieving (as defined by grades) students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
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 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

4. What structures do you have in place to address interventions once the summative data has been gathered?
Our teachers are structured into teams, with a weekly Guidance meeting to discuss student progress and support strategies. Our committee and team leaders meet weekly with administrators to share concerns and make plans. For an intervention, we consider: Teacher recommendation, parent request, NYSESLAT data, teacher created assessment data and native language literacy.

5. How does your school use 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 Serving 9-12

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
The performance of our students on the NYSITELL and NYSESLAT indicates:
a) Our population is heterogeneous in terms of language ability.
b) Most students are classified as entering and emerging.
c) 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 / NYSELSAT 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. Our data from successful completion of our Performance Based graduation assessments shows that for students who get to 12th grade over 90% of them are able to achieve at least a competent/pass.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

All of our teachers are ELL teachers, but we have one dedicated ESL teacher who coordinates state assessments, conducts the Bridges pull-out class and heads up our SLIFE Committee. She works with all teachers to provide information and strategies for supporting students. In addition to our pull out class, we provide before school and after school homework help and tutoring at all grade levels, including a peer tutoring program coordinated by a teacher. This year we are adding a partnership with a mentoring program that specifically targets Latina girls for academic support on the road to college. This decision was made based on academic data for this population.

### Part IV: ELL Programming

#### 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: Entering/Emerging 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). Emerging/Transitioning 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. 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). Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. 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. 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). 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.) 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). Commanding will receive 90 minutes of ENL per week (this consists of 90 integrated ENL/ELA or other content area.) 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. In addition as one of the requirements for graduation students complete a Native Language project which they present to a panel.

5. How do you differentiate instruction for each of the following ELL subgroups?
a. **SLIFE**

b. **Newcomer**

c. **Developing**

d. **Long Term**

e. **Former ELLs up to two years after exiting ELL status**

a) **Instructional plan for SLIFE Students:**

All students who are identified as SLIFE students (Students with Limited or Interrupted Formal Education) are immediately placed in our SLIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SLIFE coordinator and the SLIFE 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, as well as an MLS screener in their native language when possible. Once students are identified to enter the SLIFE 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 fair student funding an accelerated literacy program was implemented school-wide and met with enthusiasm by staff, students and parents. Our SLIFE 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 SLIFE 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 SLIFE teacher plans with the content areas teacher, works with SLIFE 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 SLIFE students are expected to attend extra before school home work sessions.
- Our Instructional team has obtained a SLIFE 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 of 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.

6. 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-SWD’s access to academic areas and accelerate English language development:
At present, the International HS for Health Sciences has eight students with a documented IEP. 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 and Mohammad Hakima, our Special Education teachers 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 teachers 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: 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 exists, and changes in student programs are made to allow the student time to meet with the necessary special service provider depending on the students specific needs.
Other strategies include scaffolding students’ work in the regular heterogeneous classes for most of the school day by developing collaboration between the Special Education teacher or service provider and the content area teachers. A team teaching approach would be used in which the Special Education teacher plans with the content area teachers to map out
strategies an best practices and to access the students strengths and area which still need improvement. Our teachers are expert at scaffolding and differentiation due to our model, so this is helpful for students with IEP's, as material is regularly presented with visuals and other scaffolds for all students due to varying levels of English. 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.

7. 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. We do this by having our Special Education teacher push into ELA and Math classes, as well as plan with the Social Studies and Science teachers. The team meets 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.

8. 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.
- SLIFE 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.
- SLIFE 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 SLIFE 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Based on our data and trends from last year we have made some significant changes for the upcoming school year (2017-2018). Our SLIFE working group has become a full fledged Committee. This means it incorporates a larger number of teachers and meets more regularly (moving from monthly to twice monthly meetings). The Committee is staffed with a mix of expert teachers (like our ESL coordinator) and newer teachers who are seeking support. The Committee will plan PD on SLIFE strategies (some of which will be helpful for Entering/Emerging students as well). In addition, our ESL coordinator attended Bridges training and will be working in partnership with Fordham to pilot a pull out Bridges class for SLIFE students. She will is doing diagnostic testing with all 9th graders to identify students for the pull out group, but also to inform the teaching of all of the ninth grade teachers. We have introduced a new native language assessment (MLS) and will continue using DORA throughout the year to assess reading levels. Last year one team of teachers did inquiry work on our Reading initiative (which was new) which they will continue this year. They identified a mix of students with different native languages and a range of grades and made close observations of their improvement in reading levels (using DORA). They noticed useful trends like the fact that some students who were relying on translation technology seemed not to progress as well in speaking. This year they are exploring whether the increased emphasis on using vocabulary glossaries rather than translation technology will be useful.

10. If you had a bilingual program, what was the reason you closed it?
We do not plan to make any cuts in our programs or services pending any change in the budget.

11. 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:
Additionally, our students are eligible to participate in campus sports teams, where they have the opportunity to interact with a diverse cohort of team mates, many of whom are native English speakers, providing a natural context for the development of English speaking and listening skills in a natural context.
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. The SLIFE Literacy and SLIFE 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.
12. 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 SLIFE 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, SLIFE, 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 I LEARN and Rosetta Stone blended/distance learning programs.

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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 SLIFE 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, SLIFE, 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.

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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. 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 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.

17. 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 meetings, and to identify partners to offer similar opportunities for speakers of other home languages.

18. 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

### 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 and non-pedagogic staff.) 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?

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 SLIFE students’ progress within the program. In addition, members of the SLIFE 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. See the response under part 4 of this section.
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.

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. Team building 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 throughout 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.

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 Internations 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 SLIFE 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 NYSPSC 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 NYSPSC 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

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 28&29 2018)
2. One 1-hour session on Academic language for ELL students
   - 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 28/29 2018)
   - Various language and content integration workshops led by the Internationals Network for Public Schools (Election Day every year)
4. One 1-hour session using SMART board to build entry point for all ELL students (every Fall)
5. Two-2 hour session on Language and Content Integration for ELLs
   - 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
   - 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.
### 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 four 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. In addition, each teacher has an advisory group who they meet with regularly. They are tasked with communicating especially with the parents of this small group of students (15-20 students). In advisory students participate in goal setting, health education, and socio-emotional work like Restorative Justice circles.

   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 and our Parent Coordinator 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 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. **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 Jump rope 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.
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:
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Carl A. Finney, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>C. Anthony Finney</td>
<td>Principal</td>
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<tr>
<td>Heather Cristol</td>
<td>Assistant Principal</td>
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<tr>
<td>Daniry Lopez</td>
<td>Parent Coordinator</td>
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<tr>
<td>Amanda Vender</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Randy Pena</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Kathy Pelles-Rehfield</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 24Q236  School Name: International HS for Health Science  Superintendent: Kathy Pelles

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary Amanda)</td>
<td>Vender</td>
<td>ESL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The data used to access 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL ATS report).

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armenian</td>
<td>1</td>
<td>.25</td>
<td>1</td>
<td>.25</td>
</tr>
<tr>
<td>Arabic</td>
<td>17</td>
<td>4.19</td>
<td>16</td>
<td>3.94</td>
</tr>
<tr>
<td>Bangla</td>
<td>47</td>
<td>11.58</td>
<td>48</td>
<td>11.82</td>
</tr>
<tr>
<td>Chinese</td>
<td>16</td>
<td>3.94</td>
<td>15</td>
<td>3.69</td>
</tr>
<tr>
<td>Haitian-Creole</td>
<td>4</td>
<td>.99</td>
<td>4</td>
<td>.99</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>1.23</td>
<td>5</td>
<td>1.23</td>
</tr>
<tr>
<td>Hindi</td>
<td>1</td>
<td>.25</td>
<td>1</td>
<td>.25</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.25</td>
</tr>
<tr>
<td>Marathi</td>
<td>2</td>
<td>.49</td>
<td>2</td>
<td>.49</td>
</tr>
<tr>
<td>Nepali</td>
<td>1</td>
<td>.25</td>
<td>1</td>
<td>.25</td>
</tr>
<tr>
<td>Punjabi</td>
<td>3</td>
<td>.74</td>
<td>3</td>
<td>.74</td>
</tr>
<tr>
<td>Polish</td>
<td>2</td>
<td>.49</td>
<td>2</td>
<td>.49</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1</td>
<td>.25</td>
<td>1</td>
<td>.25</td>
</tr>
<tr>
<td>Russian</td>
<td>3</td>
<td>.74</td>
<td>4</td>
<td>.99</td>
</tr>
<tr>
<td>Spanish</td>
<td>232</td>
<td>57.14</td>
<td>232</td>
<td>57.14</td>
</tr>
<tr>
<td>Tibetan</td>
<td>4</td>
<td>.99</td>
<td>5</td>
<td>1.23</td>
</tr>
<tr>
<td>Urdu</td>
<td>3</td>
<td>.74</td>
<td>4</td>
<td>.74</td>
</tr>
<tr>
<td>English</td>
<td>58</td>
<td>14.24</td>
<td>56</td>
<td>13.79</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>1</td>
<td>.25</td>
<td>1</td>
<td>.25</td>
</tr>
<tr>
<td>Uzbek</td>
<td>3</td>
<td>.74</td>
<td>3</td>
<td>.74</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
</tr>
</tbody>
</table>

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>New parent handbook</td>
<td>September 2017 PTA Meeting</td>
<td>Utilize the DOE Translation Unit, two week turn around.</td>
</tr>
<tr>
<td>Parent-teacher conference announcements</td>
<td>Early Sept, mid October, early March, mid April.</td>
<td>Translation Unit, in house staff. We currently have staff who speak: Spanish, Chinese, Bengali, French, Urdu, Farsi, Tagalog, and Arabic.</td>
</tr>
<tr>
<td>Regents testing</td>
<td>January/ June</td>
<td>We utilize The Big Word for translators in low incidence languages.</td>
</tr>
<tr>
<td>Orientation letter to new students.</td>
<td></td>
<td>Translation Unit</td>
</tr>
<tr>
<td>Notification letter for first day of school</td>
<td>July/August</td>
<td>Translation Unit</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent conferences</td>
<td>Sept/October/March</td>
<td>We hire translators through Big Word for parent conferences. We also utilize our own staff.</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>Monthly</td>
<td>We sometimes bring in a Spanish speaking speaker (50% of our parents speak Spanish) and provide translators through Big Word for lower incidence languages.</td>
</tr>
<tr>
<td>Individual Guidance Meetings</td>
<td>Sept-June</td>
<td>As needed we utilize the live translation service with speaker phone.</td>
</tr>
<tr>
<td>Walk-in</td>
<td>Sept-June</td>
<td>We utilize staff language assets and live translation as needed.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We use school messenger, which can provide translation in some languages. We will utilize our staff and if needed the live translation unit at the DOE.

**Part C: Training Staff on Policies and Procedure**
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We utilize our regular PD time to update staff on available training and new information. We also have an ESL Coordinator (Amanda Vendor) who attend mandated PD and turnkeys to staff. She emails regularly with information about translation services and ELL academic policy updates.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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. Copes 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 who serves as a student 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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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 Advisor as a point-of-contact for each student. Our Parent Coordinator conducts 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.