

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Mr. Joseph Joshua Canale Esq.

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name College of Staten Island High School For International Studies

(As it should appear in the official records)

School Mailing Address 100 Essex Drive

(If address is P.O. Box, also include street address.)

Staten Island NY 10314-7869
City State Zip Code+4 (9 digits total)

County Richmond

Telephone (718) 370-6900

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E-mail jcanale2@schools.nyc.gov

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Anthony Lodico

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail Alodico@schools.nyc.gov

District Name New York City Geographic District #31 Tel. (718) 420-5657

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Michael Riley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 927 Elementary schools (includes K-8)
 - 282 Middle/Junior high schools
 - 530 High schools
 - 67 K-12 schools

1806 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
- Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	58	76	134
10	49	77	126
11	29	72	101
12 or higher	55	77	132
Total Students	191	302	493

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 14 % Asian
 - 8 % Black or African American
 - 19 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 56 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 3%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2016	492
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 1%
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Russian

7. Students eligible for free/reduced-priced meals: 48%
Total number students who qualify: 238

8. Students receiving special education services: 14 %
71 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>36</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>4</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	94%	95%	94%	93%
High school graduation rate	99%	100%	95%	90%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	127
Enrolled in a 4-year college or university	91%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
Other	6%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

College of Staten Island High School for International Studies (CSIHSIS) will create a nurturing educational environment where students are actively engaged in developing literacy and problem-solving skills to succeed in post-secondary education, advanced courses of study and the world of work.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

College of Staten Island High School for International Studies was from 2005 to 2018-19 a New York City “limited un-screened” school. Meaning that for families this is a school of choice. Specifically, families that attend school open houses or information sessions receive preference in a computerized lottery administered by the central NYC Department of Education. There is no level of academic screening. In the 2019-2020 school year, the school will become an un-screened school which eliminates the preference for attending a school information session or school open house.

PART III – SUMMARY

CSIHSIS is a small public high school enrolling 493 students in grades nine through twelve located in central Staten Island, New York. Established in 2005, CSIHSIS was designed around an international studies theme. CSIHSIS serves families from Staten Island and Brooklyn and is a school of choice without constraint to high school neighborhood zoning. CSIHSIS was the first small public high school established on Staten Island through collaboration between the NYC Department of Education (DOE), Gates Foundation, College of Staten Island/CUNY, and the Asia Society. For the first three years, CSIHSIS was housed at the College of Staten Island/CUNY which acted as an incubation site. In the school's fourth year, CSIHSIS moved to a new educational complex where it now permanently resides.

The school's student body reflects the diverse demographics of Staten Island. CSIHSIS is classified as a "highly effective school" (NYC Quality Review) in the 90th percentile of all NYC Public High Schools and was recently featured on Newsweek's 2016 rankings for America's Top High Schools in the category of "beating the odds." The school's four year graduation rates from 2009 to 2017 have been between 90%-100% annually, outpacing the City (74%) and Borough (79%). Along with impressive four year graduation rates, the acceptances into college/military has been 95% or better.

Over time students' performance on the SAT has improved, in 2017, the average SAT was 1074 outpacing every other non-specialized high school on Staten Island. Moreover, the school's NYC DOE College/Career Readiness metric (students graduating without need of remedial courses in college) has also improved over time. Specifically, in 2014-15, 65% graduated college and career ready while in 2016-2017, 88% graduated college and career ready. Likewise, our graduating class's overall scholarship earnings, have progressively grown (class size remaining consistent) to wit: the Class of 2012 earned \$2.3 million compared to the Class of 2017 earning \$9.4 million.

Supporting CSIHSIS's progress, our instructional focus has been a multi-year school-wide emphasis to improve student written and oral communication and by design serves as a lens to improve instructional practices. The instructional focus is applicable across all subjects and is grounded in college/career readiness, proficiency in Common Core Learning Standards (CCLS), improving students' reasoning capacity, and developing students' oral and written communication skills. The instructional focus, if realized by all students, ultimately ensures students will be better prepared for 21st century learning and more rigorous settings later in life. Through a school-wide development process, our instructional focus was drafted with attention to data, strategically considering NY State exam design/CCLS, as well as students' performance. The focus is shared with all stakeholders of the school. The feedback of the school's most recent quality review, district emphasis around cultivating assessment capable learners, and research around raising achievement, all feature prominently in the CSIHS Instructional Focus: "If teachers create opportunities for students to take ownership of their learning and use evidence from varied sources by modeling critical thinking in reading, writing, and speaking, then we will improve the rigor, quality and richness of students' command of language in written and spoken communication. This will ultimately promote greater college and career readiness among students at CSIHSIS."

After faculty and leadership reflection on past practices, there was a strong drive to work toward providing greater gains for all students especially our at-risk students. Closing achievement gaps for students in the bottom third percentile, special needs, and challenged learners remains a major commitment of the school community. To that end, the Grade Team Leaders Steering Committee devised a grade-specific approach around creation of instructional intervention plans for each grade. Each grade team is comprised of teachers and a school leader who collectively select a cohort of at-risk students in need of instructional interventions. Bottom third students and students identified through data analysis are identified through state exams, transcripts, guidance recommendations, IEPs, Lexile scores, PSAT/SAT data, school-wide data tool/Pupil Path system, and teacher observations. Each grade team uses school protocols and identifies a cohort for tracking. Grade impact teams engage in cycles of inquiry analyzing students' work diagnosing needs, and developing strategies across grade subjects. The strategies are incorporated as best practices within the different subject classrooms across grade level. These classroom strategies become the core of the grade teams' intervention plans and teachers infuse them into daily classroom lessons. By trial and error, teams

cyclically examine student work to evaluate the impact of the developed strategies. Grade impact teams' intervention plans are reassessed via a bench mark pattern three times per semester. Teams utilize schema based on the Columbia University "What, So What, Now What" protocol with a specific format created by the Grade Team Leaders Steering Committee (GTL). The teams utilize the protocols and work in manner of collegiality to collectively raise student achievement.

Through this school-wide approach, we crafted our theory of practice by which we strive to improve student performance and develop strong, proficient writers/communicators, who are able to take greater ownership of their work because they are assessment capable. From school-wide reflection and inquiry, the faculty and leadership have determined that our students learn best through: (1) academic/student to student discussions, (2) multiple entry points within lessons, (3) on going checks for understanding/formative assessments throughout lessons, (4) active reading strategies across all subject areas, and (5) strategic teacher modeling. All in all, staff continuously spiral best practices in to their classrooms to improve student outcomes. We aim to ensure our students are better able to use evidence, improve their analytical skills, are able to approach college/career texts, possess the ability to coherently speak, and think and question strategically. Ultimately our students will create and be able to analyze their own and others' arguments/problems and formulate well-reasoned solutions.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At CSIHSIS, we believe learning is best done in real-world contexts with connections between content, skills, and practical applications. We embed CCLS standards and the Asia Society's Graduate Portfolio (GPS) criteria into curricula and assessment across grade and subject levels. Major GPS benchmarks include: producing new global knowledge, connecting and collaborating across boundaries, applying cross-cultural understandings, and enacting global solutions. Seniors produce Capstone projects, working collaboratively to find sustainable solutions to global problems. Their finished products incorporate knowledge and skills from each of the major core content areas.

Incoming ninth grade students take a placement exam, on which we test foundational skills. Students requiring intervention are programmed for enrichment classes in English or Math, ensuring that all students have foundational skills in reading, writing, and mathematical problem solving necessary to build upon.

We take an interdisciplinary approach to curricula, so in all History and English courses, literary work is read in conjunction with similar themes and historical periods. In ninth grade Global Literature and Global Studies, students learn about culture and identity through an investigation into ancient cultures and early civilizations. In English, students read Gilgamesh, Siddhartha, Beowulf, Romeo and Juliet and creation myths. In tenth grade Global Literature and Global Studies, students examine issues of power (rulers and policies) and how to properly wield power by learning about history and reading works from the seventeenth to twenty-first centuries including Macbeth, Night, 1984, Inherit the Wind, A Raisin in the Sun, and several poems. In eleventh grade United States History students utilize the Organization of American Historians Framework, Thinking Like a Historian to promote civic engagement by providing students opportunities to synthesize documents, events, ideas and people as a way of evaluating their roles as citizens of the United States and the world. In American Literature, students work on building arguments using real-world resources and developing complex understandings of American history and America's role in global society. Students read The Crucible, The Great Gatsby, Fahrenheit 451, The Bluest Eye, and How the Garcia Girls Lost Their Accents. Students synthesize real-world sources to prepare an interdisciplinary research paper on an issue in American society or global politics. In twelfth grade, we cycle skills interdisciplinary across English and Government as students engage in a Serial podcast mock trial while learning about the rights of the accused. Students deliver rhetorical speeches in English while analyzing the impact of public speaking through a study of Members of UK Parliament and other world leaders. Students research social change and counter-culture movements throughout US history while exploring mediums (digital, artistic, print) for self-expression and advocacy in the modern world. Students read The Last Lecture, A Streetcar Named Desire, several nonfiction sources about current policy issues in global society, and the script of Kinky Boots (partner with TDF Stage Doors to view Broadway performance and learn about performance art).

Math and science classes are also aligned by interdisciplinary skills/standards with an emphasis on real-world application of conceptual learning. Ninth grade students learn Earth Science and Algebra 1 simultaneously, building skills in identification, basic problem solving, using linear functions to model relationships, data interpretation, and vocabulary. As tenth graders, our students advance to Living Environment and Geometry, classes that emphasize spatial relationships and application of content. In Geometry, students use hypotheses to interpret information and make logical conclusions (including proofs, and coordinate geometry) to understand the relationships between information and practical application. In Living Environment, students use real-world data to understand the relationships between organisms and their ecosystems. Students use real-world data from NASA's Grace Tellus database to graph relationships between humans and climate change. From this work the students then take a position in the climate control debate using data to support their reasoning. Eleventh grade students take Algebra 2/Trigonometry and Chemistry or Forensics, where they engage in a deep, thorough study of functions (logarithmic, trigonometric, etc.) and apply mathematical problem solving to understand the properties, structure, and behavior of elements and compounds. Seniors are offered Math and Science electives including Statistics, Pre-calculus, Preparatory College Algebra, Forensics or Chemistry, and Advanced Placement Biology.

In the core curricular areas, other Advanced Placement classes are offered to juniors and seniors: AP English Language, AP English Literature, AP US History, and AP Comparative Government. Additionally, we offer after school, independently-driven APEX courses, including AP Statistics and AP US Government and Politics in which we implement similar standards, yielding similar results. Such standards and criteria like the CCLS standards and GPS benchmarks mold our students into successful adults prepared to pursue higher levels of education, prepared to problem solve in real contexts, and prepared to be contributing global citizens.

2. Other Curriculum Areas:

CSIHSIS's non-core offerings mirror our instructional core's emphasis on real-world contexts and connections between content, skills, and practical applications. We address college/career readiness, preparedness in an increasingly competitive career market, and interdisciplinary connections.

World Languages are a major instructional component of our school as evidenced by how we go above and beyond the credit requirement for students. While NY State and NYC only require one year of foreign language coursework to graduate high school, CSIHSIS requires at least three years of world languages (Spanish, Japanese, or Chinese) for all students. Language teachers encourage learners to communicate in the target language. Teachers do this to work toward limiting the constant translation between the world language and English within the class and focus on greater fluency in the target language. Beyond world language classes, students also have to utilize their world language skills as part of annual portfolio project presentations in their advisories and also through field trips to ethnic markets.

All students take at least one music and one art class in grades 9-12. Our beginner art course is Art in the World, and is taken by freshmen. Students learn to develop problem solving skills, understand visual art concepts and create original pieces of art. Students participate in authentic discussions, reflect on their work and the work of others, analyze process and products, and reflect on major artistic contributions and movements and how these works are important to understanding the world around them. Upperclassmen can opt to participate in AP Studio Art (Drawing, Graphic Design, or Photography emphasis). This rigorous class allows students to develop their identities and vision as artists, through the development of comprehensive portfolios for review by the College Board. Students display their work at community functions. Our student artists and photographers have won awards for their work and have had their work exhibited at The Metropolitan Museum of Art, Snug Harbor Cultural Center and at Staten Island Borough Hall.

We have two offerings in music: World Percussion Ensemble and International Drum Circle Facilitation. Both courses underscore our school's global thematic emphasis and appreciation for world cultures. World Percussion Ensemble is a hands-on music performance class which develops problem-solving skills, increases students' knowledge of musical concepts applied to international music and learning instruments. Unlike typical bands the ensemble is dominated by percussion instruments predominantly different kinds of drums like Japanese Taiko drums and African Djembes. Students build their skills by listening and analyzing Western and Non-western music, participating in authentic discussions, reflecting on their work and the work of others, and synthesizing major musical contributions and movements grasping the influence these works have had in shaping the musical landscape of the world. International Drum Circle Facilitators is the honors/advanced music course based on the practice of drum circle as a method of community building, an idea that originated in African tribes. These students facilitate several community drum circles a year, building both leadership and communication skills.

Physical Education (PE) is taken by students every semester all four years at CSIHSIS as required by NY State. The units focus on enhancing physical fitness and obtaining a comparative analysis of each students' fitness levels through pre/post assessments using data from Fitness Gram and physical fitness tests designed by teachers that provide feedback on students' mastery of skills, knowledge of health, and athleticism. Our goal is to promote movement and an opportunity to learn about proper nutrition, exercise, health, and well-being, while acquiring basic body management skills. Students that have special interests in the sports studied have the ability through after school extracurricular sports (via the Public School Athletic League) to try out for varsity and some junior varsity teams that align to the units.

AP Computer Science Principles (AP CSP) is a recently added elective that offers 11th and 12th grade students an opportunity to learn programming, computer science principles, and the global impact of technology. Using a computer science platform called “SNAP!,” students complete programming labs as well as the computer science principles behind programming. In coordination with the Beauty and Joy of Computing (University of California, Berkeley), students are tasked with coding programs that serve as both real world and interdisciplinary experiences in mathematics, science, art, health, and foreign language. Beyond programming skills, “global impact” is a key principle in the course framework, where students explore the social implications of computing.

Additional electives are also available via our online distance-learning platform APEX, a result of student voice. These offerings take the form of College Board approved AP classes. A coordinating teacher facilitates a learning lab after school for AP Psychology, AP Spanish, AP Statistics, and AP US Government and Politics. The APEX offerings were chosen based upon student survey results from a survey created by school leadership in response to students surfacing to the principal the desire for more diversity in course offerings.

3. Instructional Methods, Interventions, and Assessments:

CSIHSIS’ school-wide Instructional Focus drives our school’s work and has evolved through the close analysis of school-wide data, patterns and trends elicited through teacher grade impact teams’ work, research into college and career readiness, leveraging CCLS across all disciplines, embedding the CCLS shifts and honoring the expectations of Danielson’s Framework for Teaching. Feedback from the school’s Quality Review (NYC DOE comprehensive review), superintendent team evaluative visits and feedback, and district emphasis around building the capacity of learners to be assessment capable has also been considered in crafting the focus. Currently, our focus is (included with cross references to CCLS and Danielson Framework): “If teachers create opportunities for students to take ownership of their learning and use evidence from varied sources (RI.9-10.1 & 11-12.1; RL.9-10.1 & 11-12.1) by modeling critical thinking in reading, writing, and speaking (Danielson 3a, 3b,3c) then we will improve the rigor, quality and richness of students’ command of language in written and spoken communication (W.9-10.1 & 11.12.1; SL.9-10.1 & 11-12.1; L.9-10.1&11-12.1; L.9-10.2&11-12.2; L.9-10.3 & L.11-12.3). This will ultimately promote greater college and career readiness among students at CSIHSIS.”

Teachers achieve our focus through responsive teaching that meets the needs of all learners by emphasizing student engagement and promoting college and career readiness. Teachers provide opportunities for students to interact with success criteria, receive specific feedback, and participate in peer/self-assessment (ownership) and set goals for improvement. Teachers model tasks and products using think alouds, demonstrations and exemplars. Students use annotated rubrics to evaluate their work and markup poor/revision-centered models which students revise. Academic rigor is guided by teachers consciously developing lessons incorporating Webb’s Depth of Knowledge Matrix, using Hess’s Cognitive Rigor Matrix, aligning work to CCLS standards, CCLS aligned rubrics, and consider Blooms Taxonomy and Marzano’s Teacher Evaluation Model.

The teaching practices that have proven to be most successful and provide multiple entry points and supports to students are varied but all aim to ensure high levels of student achievement. In order to strategically create learning groups, teachers engage in the purposeful use of data such as annual Lexile scores for all students, multiple intelligence data, and summative and formative assessment data for individual classes, the Kahoot App real time data, online homework and quizzes. Teachers tailor supplemental resources for diverse learners at lower and higher levels of proficiency. These resources include but are not limited to: leveled text versions, modified reading materials, choice boards, student-designed options, modified rubrics, graphic organizers, and multiple versions of task sheets with differing levels of scaffolds for both students who struggle and challenge opportunities for high achieving students. Each subject area prioritizes attention to specialized academic vocabulary through the use of organizational charts and word acquisition strategies.

Paraprofessionals and content specific special education teachers (for ICT classes) provide individualized

supports to students with special needs. Special education teachers in integrated co-teaching team (ICT) partnerships are dual licensed and/or have background in the subject area in which they co-teach. This model ensures that classroom environments are highly responsive to a wide range of learners, resulting in classrooms characterized by deeper levels of differentiated instruction (content, product, and process), balanced instructional modifications in teacher pedagogy and assessment practice, and the use of multiple configurations of instructional delivery (Marilyn Friend's different models of ICT) to maximize student learning.

Academic departmental impact teams work to identify signature strategies to realize and promote high level student thinking, participation, and ownership. In addition to creating high growth approaches to deeper learning, the academic teams all engage in instructional rounds every other month to support each other in a manner reflecting collegiality by observing peers and providing feedback aligned to the Danielson Framework, individual teacher goals, and Core Collaborative's 5 components to foster assessment capable learners (clear learning intentions and success criteria, specific feedback, self-assessment/peer assessment, goal setting, and evidence of mastery portfolio work).

Each grade impact team takes a grade-specific approach to using strategies to improve student outcomes. The teams craft instructional intervention plans after selecting a cohort of inquiry students from the grade who are struggling or are at-risk. These cohorts are determined after the teams consult bottom-third lists for each grade and analyze data including prior years' Regents exam results, transcripts, guidance recommendations, IEPs, Lexile scores, PSAT, SAT data, and teacher observational data. Teacher teams create intervention plans using research driven strategies. Team members engage in rotation, presenting work from the cohort students at team meetings. The teams collectively analyze the student work utilizing research based protocols. The teams use this as analysis data and work to isolate trends, identify students' needs by grade/World Languages, and develop strategies to be implemented across grades and subjects to drive gains in cohort students and the full grade. Intervention plans are reviewed and revised based upon scheduled reviews of student work at the grade team and feedback and observational data from grade team instructional rounds.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

CSIHSIS prides itself on cultivating a wholesome school tone with attention to relationship building, shared ownership, and supporting social, emotional, and academic needs of students.

Our advisory curriculum provides the foundation for our school tone by emphasizing college and career preparedness, supporting and celebrating scholarship and social/emotional growth, and upholding the CSIHSIS family's goals of community, empathy, and pluralism. Advisories are credited courses which meet five days a week, utilizing teacher-developed grade specific curricula. Students from grades 9-12 generally have the same teacher acting as their adviser over the four years, ensuring that one adult in our school knows each student intimately. Within the six marking periods of the academic year, advisers support social emotional well-being of their individual advisees by engaging in semi-private conferences designed to surface concerns surrounding personal and academic well-being. There is a thematic approach to our advisory curriculum for each grade. 9th grade focuses on personal identity; 10th grade focuses on health and well-being and healthy communities; 11th grade focuses on college exploration and community engagement; and 12th grade focuses on career research and global problem solving. Each year, students complete a project in which they engage with their communities and synthesize the learning done in advisory. Some examples include our 9th grade Giving Project where students plan and teach a lesson on an internationally-themed children's book to an elementary class and our 12th grade Capstone Projects where students work in groups to research solutions to global problems like access to clean water or gender discrimination.

The school fosters a supportive environment through inclusion, open dialogue, relationship building, and distributive leadership for all stakeholders. We do this by offering monthly Chat-N-Chews (open agenda meetings with leadership on any issue staff surface pertaining to school), Snack-N-Learns at least every other month (before school, after school, and during school professional development sessions hosted by the principal), Grade Team Leaders Steering Committee (team of faculty voluntarily meeting weekly to layout professional development, orchestrate the work of grade teams by creating systems and supports for the entire school), and leadership open door policy for students and staff. Morale is also fostered by celebrating teacher appreciation week where students write personal messages to teachers who have had an impact on them. At the staff level, building on the research of the book *How Full is Your Bucket* (Rath and Clifton) CSIHSIS has developed a system for celebrating "bucket fillers." The system features staff and students writing messages of gratitude to individuals that have "filled their bucket." These become part of a public display celebrating the contributions of individuals of the CSIHSIS family. Our annual week long Spirit Week builds excitement, friendly competition between grades and the advisory teams, and underpins a school culture reflecting unity, pride, and strong school spirit.

The strong team approach which permeates our school has been recognized by the NYC Department of Education which in 2016 declared CSIHSIS a "Respect for All" model school. Moreover, the United Federation Teachers (NYC teachers union) bestowed the 2018 Team High School Award on CSIHSIS for its strong collaboration between teachers, staff, and school leadership.

2. Engaging Families and Community:

CSIHSIS employs various methods to foster strong family and community ties. From the start of their children's enrollment, all families are encouraged to participate in school affairs. The CSIHSIS Parent Teacher Association (PTA) plays an important role in supporting our school. The PTA, in collaboration with school staff, actively involves as many families as possible. PTA members are on hand at all school events throughout the year. PTA presence at events showcases the value CSIHSIS places on home-school collaboration. The PTA annually makes contributions from fundraising to support CSIHSIS. From parent needs assessments, topics important to families are incorporated as monthly PTA workshops. CSIHSIS leadership is present for all PTA events and we have a Parent Coordinator acting as a full-time family liaison.

In addition to traditional parent teacher conferences, CSIHSIS holds student-led conferences where students present portfolios with artifacts to advisers and guardians. We also distribute an annual parent handbook and college process handbook for all families. Family translation services are provided and our school website translates to different languages. CSIHSIS provides an online grading platform empowering parents to monitor student progress from any computer with grade updates being automatically sent in text messages to families. Teachers also send paper progress reports through mail six times a year, prior to the end of marking periods, ensuring families receive feedback in multiple formats and students have time to make adjustments. CSIHSIS also phone messages parents for absences and tardiness and our teachers carve out extra time after school Mondays and Tuesdays for parent outreach. At the end of marking periods, the principal sends phone messages in his voice for honor roll students and those failing one or more classes. As semesters end, the school distributes certificates for honor roll students to celebrate achievement. Recent school surveys reveal: 97% of parents agreed/strongly agreed they feel well-informed by the communications received from their child's school; and 92% of parents/guardians surveyed agreed/strongly agreed teachers work closely with them to meet their child's needs. Both metric percentages are above borough and city averages.

Community involvement provides real world connections and supports school needs. A premier example is our partnership with the College of Staten Island/CUNY (CSI/CUNY). CSI/CUNY provides opportunities for students to take free, credit-bearing college courses at our school, on weekends and over summers at the CSI/CUNY Campus. Our school works with CSI/CUNY participating in Science Exploration Day and Program Information Day at the College. We also partner with Rockefeller University around STEM with our students attending laboratory workshops and scholarly lectures. We invite community-based organizations to present for students and families including: Screenagers (addressing negative impact of excessive social media/screen time); End Rape on Campus (documentary and a rape survivor speaking to our seniors); High Impact Youth Solutions (presenting to students/families about digital citizenship/cyber responsibility); Ryan's Story (presentation for students/families on bullying/cyber-bullying); NYC Police Department (working with students on the dangers of illegal drug use); F-Ana (conducted family/student assemblies, and classroom workshops on negative body image and steroid use); Hope Skills (assemblies/classroom workshops on soft skill development promoting college/career readiness); The Museum of Jewish Heritage (holocaust survivor visit giving an eye witness oral history of the holocaust); NYC PFLAG (a transgender individual and parent presented workshops on tolerance at PTA workshops and classes during Respect for All Week); and Japanese Atomic Bomb survivors ([Habakusha] have spoken to students on nuclear proliferation and first-hand accounts of the bombing on Hiroshima).

3. Professional Development:

Our school's belief that all people learn by doing is true for our students as well as our teachers. At CSIHSIS we encourage teachers to innovate and try new pedagogical strategies. School leadership works to help teachers feel safe in pushing pedagogy in order to improve student outcomes. Our professional development is shaped by collaboration from all of the school's stakeholders including students, teachers, administration, support staff, and parents. Through a school-based option (a voted-on modification to teacher contracts) the school embeds time on Fridays for ninety-minute blocks of professional development time.

We are committed to providing staff with resources in our CSIHSIS Weekly Happenings (weekly e-newsletter from leadership to staff). Each week, we highlight a different exemplar practice, model, or research-based instructional strategy that aligns with the Danielson Framework to help teachers improve their practices. The Grade Team Leaders Steering/Professional Development Team (GTL) is composed of several teachers (representing different grade levels, disciplines, and pedagogical approaches) who design professional development experiences that are purposefully crafted to address staff needs (assessed through surveys, formal and informal discussions, and suggestions from our Chat 'n Chews).

Our teachers are mindful of the importance of their ownership over their own development as educators. To that end, teachers individually craft goals using feedback from colleagues, school leaders, and self-

reflection at the end of each school year. Teachers work to achieve their professional goals through reflection of their observation feedback and by seeking out meaningful external professional development opportunities within the district and beyond. The leadership liberally grants teacher requests for days/time to attend professional developments. Where there are costs involved, CSIHSIS works to find the resources to support faculty growth. Teachers also support each other in the developing and achieving of their goals. Teacher teams at the academic department and grade level engage in cycles of instructional rounds referencing teacher goals in feedback to peers. During instructional rounds, the faculty also support each other with pedagogical tips and suggestions. School leaders also participate in monthly instructional rounds away from CSIHSIS through district learning partner groups (LPGs), comprised of high schools, middle schools, and elementary schools from the borough. School leaders examine best practices as well as school challenges (problems of practice) during their visits. This builds capacity across all schools and grade levels. Strong practices are turn-keyed by CSIHSIS school leaders to CSIHSIS faculty and the GTL to enhance teacher practice.

Our school prioritizes teacher-generated professional development experiences. Each year, every department plans and runs one professional development module. By cultivating such an ethos of teacher leadership, the entire staff feels open to grow and glow with the support of their colleagues. Many of these professional development seminars showcase best practices, but some have taken on topics such as using technology to foster critical thinking and social and emotional approaches to teaching. Every classroom observation conducted by administrators has at least two types of feedback: immediate feedback in the form of a note highlighting/commending promising practices and a more detailed written feedback which goes into greater depth around components of the Danielson Framework and areas for improvement and growth.

4. School Leadership:

On paper, the leadership team at CHSIHSIS is comprised of two school building leaders: a principal and assistant principal who work to create a positive, inspirational environment for all students to learn. However, leadership is cultivated organically from within the roots of the community and shared among all stakeholders including teachers, students, out of classroom staff, and parents. At our weekly Grade Team Leaders meetings (GTL) we not only collegially develop professional development plans and trajectories, but we also discuss and make decisions about school policies and instructional matters that need to be addressed. These topics will sometimes arise through informal conversations with various constituencies of the school (parents, teachers, paraprofessionals and students) or other times through similar structures we have in place to garner feedback (open door policies). These structures include: student consultative councils meeting bimonthly with the principal by grade level and consist of one student representative from each advisory. The principal listens to students' concerns, ideas, and suggestions. These meetings ensure that student voices are validated and school governance is inclusive to students; Chat-N-Chews are monthly opportunities for staff members (teachers, paraprofessionals and out of classroom staff) to discuss challenges and offer suggestions to improve CSIHSIS with school leaders; our School Leadership Team (SLT) convenes monthly and incorporates parents, staff, students and community members/school partner organization (College of Staten Island/CUNY).

Some of the enhancements made from this distributive leadership model have been: the design of our school's biannual career day; the annual development of our school's comprehensive educational plan and its five instructional goals; development and modification of our instructional focus; the addition of individual advisory conferences each marking period to support our students social emotional needs; revision of school grading policies; transitioning to a more comprehensive online gradebook for the school; changes to school protocol around new admissions; students having input into choosing international trip destinations; students input for capital improvements to campus spaces; students requests for additional advanced placement courses led to the school's incorporation of the four online distance learning AP courses now available; even the student-led "Enough 17 Minute National Walkout" had close collaboration between students and the school leadership resulting in an orderly event which showed deep respect to our school and our school values.

The results of our learning survey validate our approach to leadership. Specifically: 94% of

parents/guardians agreed or strongly agreed that the principal/school leader encourages feedback from parents/guardians and the community through regular meetings with parent/guardian and teacher leaders; 96% of parents/guardians agreed or strongly agreed that the principal/school leader at their school is strongly committed to shared decision making; 100% of teachers agreed or strongly agreed that, at their school, the principal/school leader encourages feedback through regular meetings with parent and teacher leaders; 96% of teachers reported that they have a moderate to great deal of influence over school policy in the area of selecting instructional materials used in classrooms. All of these metrics outperform borough and city averages evincing the dedication, care, and deep commitment which characterize the school leadership and their approach.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

New York does not require a specific measure of students' reading abilities (vital for teachers) that provides schools with Lexile or grade level equivalents. The problem of practice for CSIHSIS is each new cohort of students brings learners with varying gaps in abilities and no "hard data" on reading levels corresponding to grade level. Teachers struggle to responsively tailor instruction to provide access to content/materials. CSIHSIS grappled with this in our early years and as CCLS was instituted, the challenge became even more daunting. After collaborative research we developed an action plan to address this enduring problem. Our chief strategy centered on attaining our own quantifiable data for every child, making this available to all staff, and leveraging this information to support/raise all students' achievement.

The Gates-MacGinitie Reading Test (GMRT) became the vehicle selected to reliably calculate our students' Lexile and grade level equivalent score. GMRT is a diagnostic developed from the Gates Primary Reading Tests created by Columbia University Professor Arthur Gates. By design, GMRTs assess student reading levels and are normed against national standards (CCLS) making them a reliable "hard data" resource. GMRTs (externally scored) calculate students' overall reading ability, specifically in the areas of decoding, phonemic awareness, phonics, vocabulary, and comprehension. GMRT has been strategically incorporated into our school and is administered in the first days of school and in April to every student.

With GMRT results, we ascertain a very clear picture of our learners. GMRT scoring provide Lexile and grade equivalent measures and are circulated school-wide in an excel spread sheet. Teachers thereby have concrete data they can employ to address achievement gaps. The GMRT results empower every teacher/teacher team to be responsive as they craft learning opportunities. The data from the GMRT has been a transformative tool in facilitating balanced instruction attentive to individual students at all levels. This hard data has promoted higher degrees of differentiation across our school and enabled teachers to appropriately employ scaffolds, modify, and support all learners with content access regardless of abilities. Lexile data enable teachers to prudently group students to maximize learning. In a nuanced fashion, teachers incorporate sources providing balanced content entry points and appropriate challenge/struggle levels so students grow but are not overwhelmed. Through this data we have taught students active reading strategies. Skills invaluable to students on state exams/when encountering rigorous academic language and sophisticated primary/secondary non-fiction sources.

GMRT results are shared with families with strategies to utilize in the home to support growth in reading comprehension. CSIHSIS facilitates workshops guiding parents in understanding the significance of this information and the correlation to success on state exams, the SAT/ACT, and college. Students utilize their diagnostic information to actively work to improve; in advisories students track their progress over time and goal set around improving reading levels. Lexile metrics also play a part of student-led conferences and independent reading sessions facilitated through advisory. These practices have deepened student ownership of learning and promoted realization of our instructional focus.

CSIHSIS's standing and achievement metrics reflect the contribution GMRT and responsive teaching have made in our school. For example: having the highest college and career readiness and school SAT average for un-screened schools on Staten Island, possessing four year graduation rates of 99% and 100% in the last two graduating classes, progressive gains in student scholarship monies earned yearly, and making annual performance benchmarks in all subgroups under NCLB metrics.