

Educating Newly Arrived Immigrant Students Through the International Academy Model

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Every Student Succeeds

Essential Question

How are we supporting and educating our recently arrived immigrant students through the International Academy (IA) model of services?



The International Academy Model

Core Principles

- Heterogeneity and collaboration
- Experiential learning
- Language and content integration
- Localized autonomy and responsibility
- One learning model for all





Overview of the IA Model at F.C. Hammond

- First year of implementation
- Two interdisciplinary teams:
 - One 6th/7th grade
 - One 8th grade
- One dedicated school counselor
- Common planning time
- Focus on implementation of the INPS model:
 - Project-based learning
 - Collaborative learning
 - Content and language integration

F.C. Hammond IA Strategic Goals

- **Align** with the core principles of the INPS model
- **Develop** capacity in teachers to design units that measure progress toward language and content goals
- **Design** advisory curriculum
- **Connect** families with needed community resources
 - Partnership with Communities-in-Schools (CIS)
- **Provide** support for reunification
 - Collaboration with Northern Virginia Family Services (NVFS)
- **Increase** parental involvement

Overview of the International Academy Model at T.C. Williams

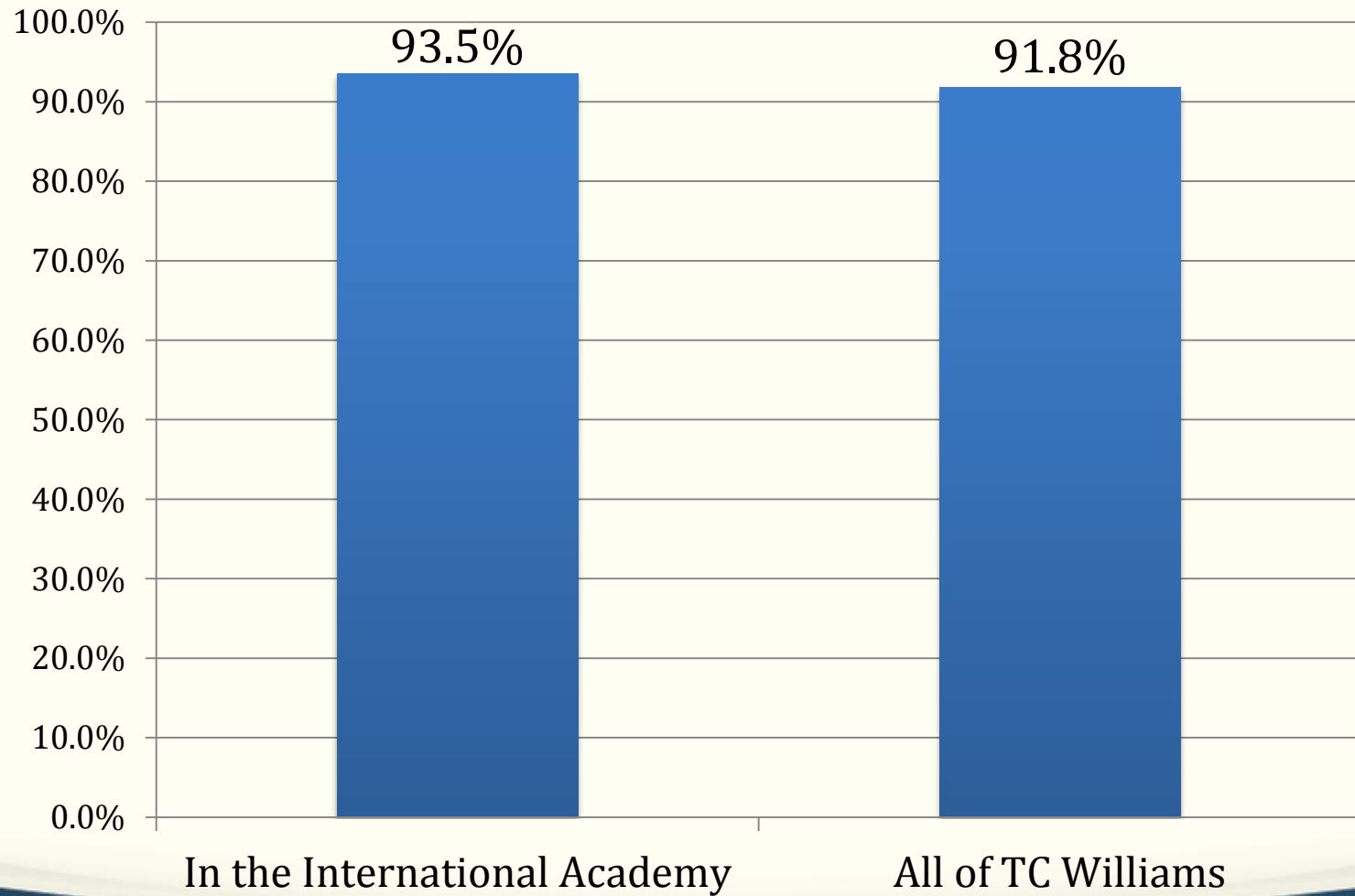
- Six teams of teachers and students
 - Approximately 100-125 students per team
- Every teacher is a teacher of language and content
- Every student has an advisor for guidance and advocacy
- Dedicated ELL counselors and social worker
- Dedicated time to work on interdisciplinary teams and content teams
- Students engage in project-based learning in mixed groups of language levels and native languages

Five Strategic Goals

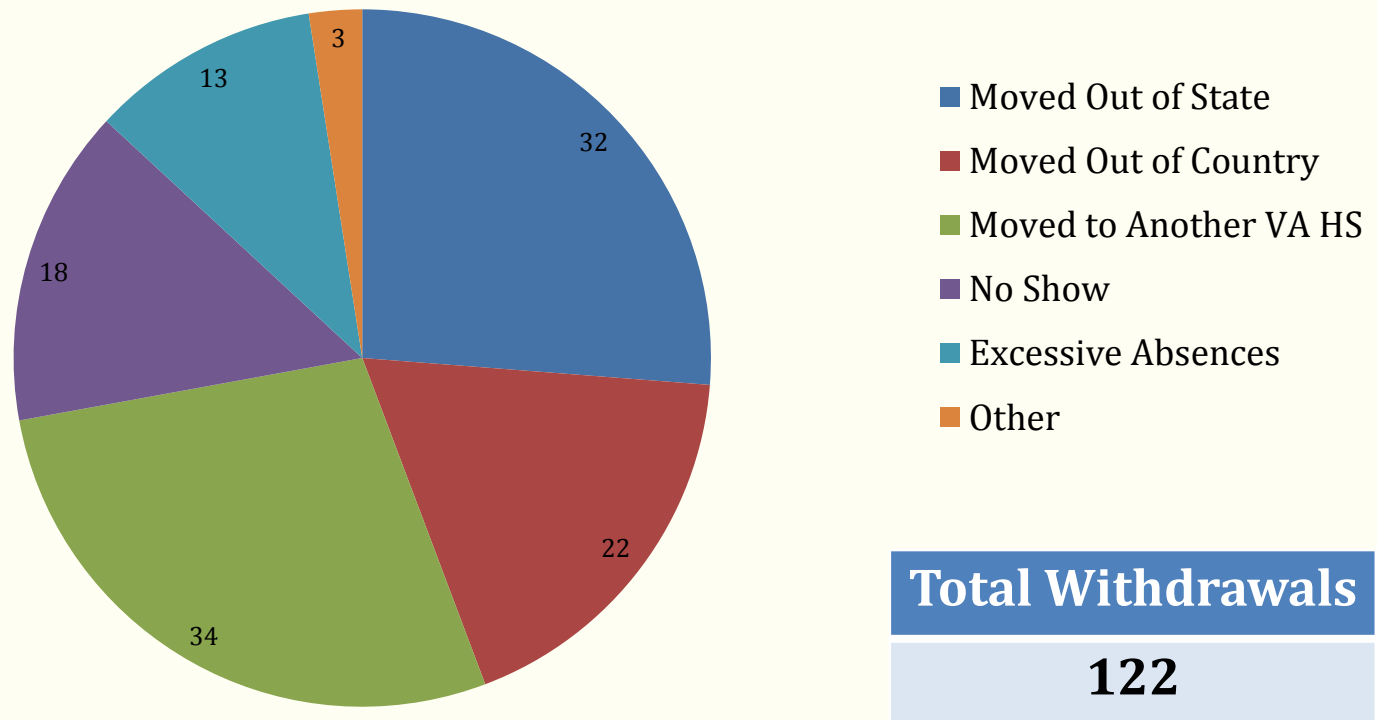
- Increase the amount of writing in every classroom
- Incorporate the close reading strategy
- Review and implement English language development standards
- Implement a highly effective advisory program
- Create a streamlined process for student support and action plans



Average Daily Attendance



Student Withdrawals



Data Source: ACPS Powerschool as of March 1, 2016

Senior Class Data

Population

Total	Arrived in 9 th	Arrived in 10 th	Arrived in 11 th
102	80	15	7

Graduation Status

April 20, 2016

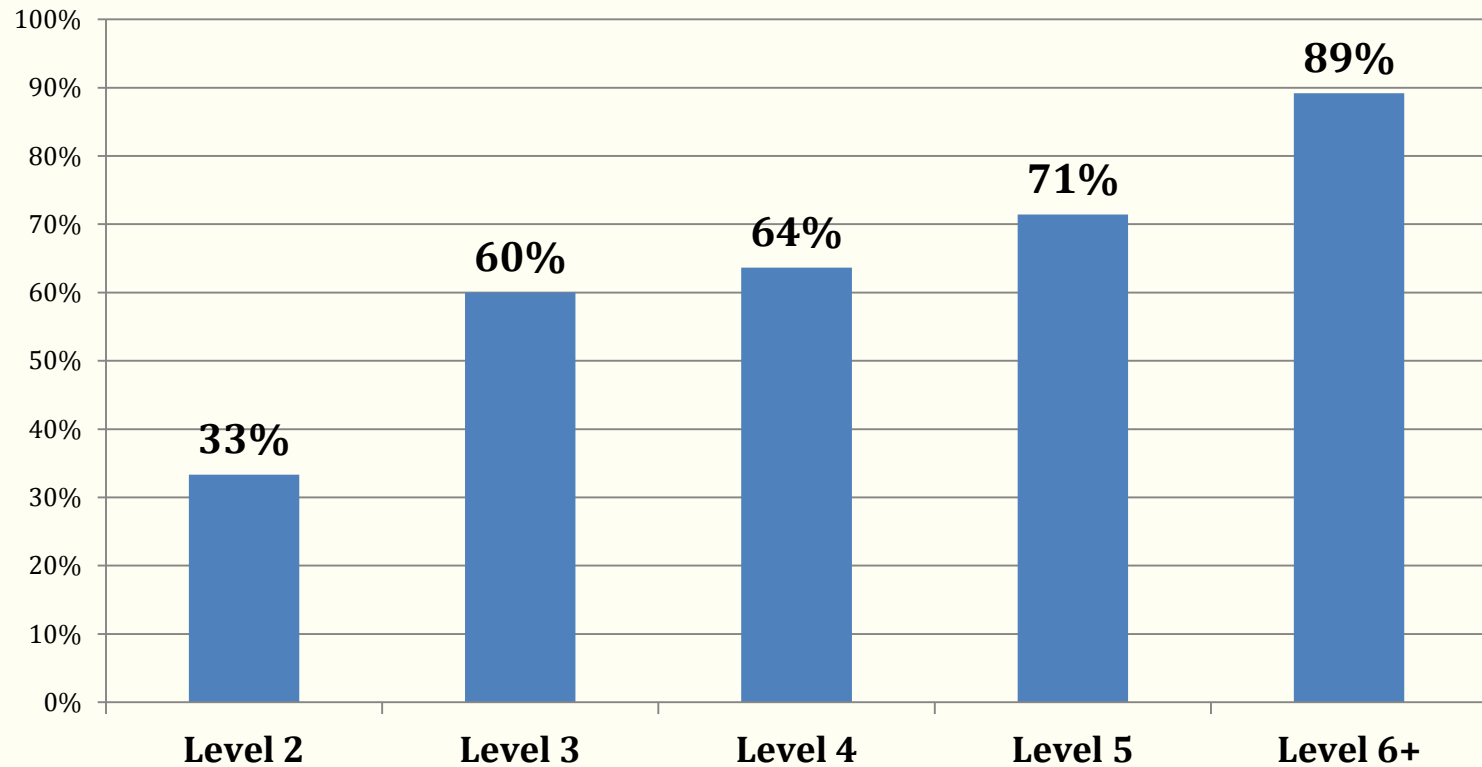


Ready to Graduate	Still need SOLs
72	30

Data Source: ACPS Powerschool

Senior Class Data

Percent Ready to Graduate by Level

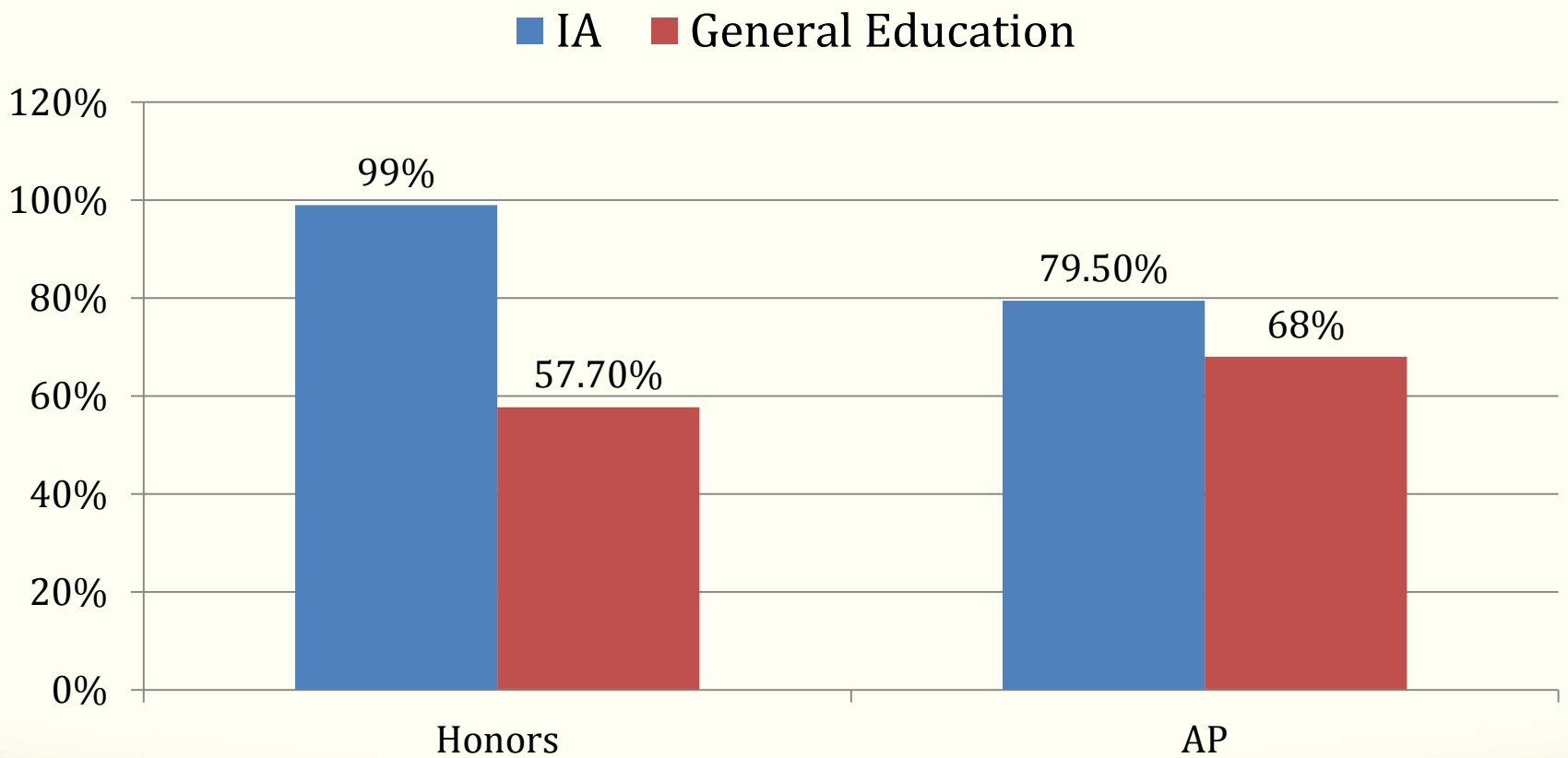


Honors and Advanced Placement (AP) Course Data

International Academy Juniors & Seniors	# of Honors Students	# of AP Students
Enrolled in Honors/AP in the IA Model	49	27
Enrolled in Honors/AP outside the IA Model	32	32

Data Source: ACPS Powerschool as of March 1, 2016

Honors and AP Course Retention Rates for IA Juniors and Seniors



Data Source: ACPS Powerschool as of March 1, 2016

Increasing Honors and AP Enrollment and Retention

Recommendations

- Create an **English for Academic Purposes (EAP)**
- Encourage more sophomores and juniors to take pre-AP/Honors courses
- Work with counselors and teachers to provide additional academic support
- Provide training on differentiation and scaffolding of AP courses to all AP teachers inside and outside the IA model

