ABOUT INTERNATIONALS NETWORK

Internationals Network transforms education for immigrant and refugee English language learners by helping schools and districts better serve those students. We design new schools and programs within existing schools, coach leaders, teachers, and school staff, and provide access to an invaluable network of support and learning for those who work with us.

Our comprehensive approach works. As leaders, teachers, and school staff tailor their instruction, culture, structure, and leadership to effectively serve this population, the students are far more successful than their counterparts outside of our network—graduating at much higher rates.

MISSION

Our mission is to provide quality public education for recently arrived immigrants by growing and sustaining a strong national network of innovative International Schools, while sharing proven best practices and influencing policy for English Language Learners (ELLs) on a national scale.

VISION

International Network’s vision is to ensure that all recent immigrant students who are English Language Learners have access to a quality school education that prepares them for college, career and full participation in democratic society, thereby opening doors to the American Dream.
Our Core Principles

Our schools are based on the Internationals Approach, a set of 5 Core Principles developed in our first schools, and proven successful through over 35 years of practitioner success with our students.

HETEROGENEITY + COLLABORATION
Schools and classrooms are heterogeneous and use collaborative structures that build on the strengths of each member of the school community to optimize learning.

EXPERIENTIAL LEARNING
Expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society.

LANGUAGE + CONTENT INTEGRATION
Strong language skills develop most effectively in context and emerge most naturally in a purposeful, language rich, interdisciplinary, and experiential program.

LOCALIZED AUTONOMY + RESPONSIBILITY
Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.

ONE LEARNING MODEL FOR ALL
All members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.
Essential Practices

Internationals has developed a comprehensive approach to the education of immigrant and refugee multilingual learner youth that addresses the areas of a school’s structure, pedagogy, culture, and governance that effectively serve them.

STRUCTURES
- Schools/academies small enough to foster personalization
- Interdisciplinary teams of teachers responsible for academic, linguistic and social-emotional development of shared student cohorts
- Significant, regularly scheduled time for interdisciplinary teams to collaborate & engage in professional learning
- Heterogeneous student grouping (by language, English levels, grade level)
- All students enrolled in credit-bearing core content classes required for graduation

GOVERNANCE
- Collaborative decision-making structures include school leadership & staff
- Faculty actively support their peers’ professional learning
- District provides decision-making flexibility to school/academy leaders to implement essential components of model
- Faculty/staff participate in the larger community of practice in the network

CULTURE AND VALUES
- Collaboration & transparency among staff
- Staff plan intentionally to meet social emotional, academic, physical needs of their students
- Students’ home languages/cultures are integrated into curriculum & beyond
- Belief in all students’ abilities/equity in expectations for college & career
- Teachers’ voices & input are encouraged and valued

PEDAGOGY, CURRICULUM + PD
- Experiential, student-centered, project based-learning
- Language & content integration in classes
- Both English & native language development are emphasized
- Scaffolding, differentiation & collaboration are key elements of all instruction
- Multiple forms of assessment are used, including performance-based
- Adult professional learning mirrors student learning
Our Impact

Students in our schools and academies are more successful than their district peers, graduating in higher numbers and attending colleges.

9,400
Immigrant & refugee youth served across the U.S.

Francis Hammond International Academy

“The best thing about my school is how the teachers help us and how they allow us to create different clubs. I hope people remember me for my work with the leadership club and for helping students in my classes.” — Abenizer

Oakland International High School

“I am planning to become a biomedical engineer and hopefully an apothecary as well. I am pretty confident I will achieve my goals thanks to the gift Oakland International High School has given to me — to learn how to learn. I hope people remember me as a cheerful and intelligent student.” — Maritza

Bronx International High School

“Going to college is my first step and work toward a master’s degree. While attending college, growing as an adult is also important. My goal is to become a successful actuary in America. Nothing is impossible. I got into my dream college. If you work hard enough, you’ve already succeeded 50%. To complete the other 50, you only need to use the right tools. It’s important to remember to take chances to achieve your goal, and remember that our teachers are always behind us.” — Ming-Jie

NYC

79% vs. 58%
Internationals NYC schools 4 year graduation rate is 79% vs NYCDOE’s ever ELL graduation rate

81% vs. 55%
Internationals NYC schools 6 year graduation rate is 81% vs NYCDOE’s ever ELL graduation rate

CA BAY AREA

72% vs. 68%
Internationals’ Bay area schools 4 year graduation rate is 72% vs CA’s ever ELL graduation rate of 68%

DC METRO AREA

82% vs. 59%
Internationals PGCPS schools 4 year graduation rate is 82% vs PGCPS’ ever ELL graduation rate

GRADUATION & COLLEGE ENROLLMENT

INTERNATIONALS NETWORK NATIONAL EL AVG INTERNATIONALS NETWORK (NYC) NYC EL AVG
What We Do

Internationals Network designs, develops, and supports schools and programs for recently-arrived immigrants and refugees. We provide ongoing support and opportunities for networked learning to over 1000 school staff across the US. We do this at the national network level, within our three regional hubs, and directly with schools and districts.

NATIONAL NETWORK

Internationals regularly convenes educators across our entire network to come together to share, learn, and discuss promising practices serving immigrant multilingual students. This includes our Annual Leadership Retreat and Annual Professional Development Conference.

REGIONAL NETWORK

Internationals 28 schools and academies are located in three regional hubs: New York, DC Metro Area, and the CA Bay Area. Throughout the year, each regional hub provides opportunities for peer learning and strategic collaboration starting with our regional Summer Institutes at the beginning of the school year.

SCHOOLS AND DISTRICTS

Internationals provides targeted leadership and instructional support to Internationals schools and academies through coaching, strategic planning and professional development workshops. In addition, Internationals partners with school districts and community organizations to design and implement new schools and academies that serve recent immigrant and refugee multilingual learners.

“I think the Internationals PDs are the most useful PDs for serving our student populations because everyone in the room has similar context and the facilitators design opportunities to share ideas across the network and share resources designed by INPS schools.”
- CA Bay Area Leader

“Thank you very much for providing such collaborative and productive spaces to innovate and create with freedom, support and passion!”
- Internationals Network Educator

“I feel like I just hit the jackpot for the year’s best teacher toolbox kit. I feel more inspired to teach now. This was one of the best PDs I have ever been to. I can’t wait to use all of these resources”
- NYC Area Educator

+ We provide over 5,000 hours of Professional Development to educators & school leaders each year.

+ 90% of PD participants feel more prepared to meet the needs of MLLs.

+ 94% of PD participants report the resources and activities are relevant to their work.
Internationals Network is comprised of 30 schools and academies located across the United States. Our network is a collaboration between districts and other education partners to design, develop, and support Internationals schools specifically for newcomer, multilingual learner youth.

**CALIFORNIA**
- Internationals Academy at Belmont High School
- Internationals Academy at Helms Middle School
- Oakland International High School
- San Francisco International High School
- Richmond High International Academy

**MARYLAND**
- International High School at Langley Park
- International High School at Largo

**MINNESOTA**
- Wellstone International High School

**VIRGINIA**
- Internationals Academy at Alexandria City High School
- Francis Hammond International Academy

**WASHINGTON D.C.**
- International Academy at Cardozo
- International Academy at Roosevelt

**NEW JERSEY**
- Internationals Academy at Passaic High School

**NEW YORK**
- Lafayette International Community High School

**NEW YORK CITY**
- Brooklyn International High School
- Bronx International High School
- Claremont International High School
- Crotona International High School
- ELLIS Prep Academy
- Flushing International High School
- International Community High School
- International High School for Health Sciences
- International High School at LaGuardia Community College
- International High School at Lafayette
- International High School at Prospect Heights
- International High School at Union Square
- Manhattan International High School
- Pan American International High School at Elmhurst
- Pan American International High School at Monroe
- South Bronx International Middle School
Students attending Internationals’ schools are newcomers who have been in the country for four years or less at their time of admission, score at the lowest levels on English language proficiency tests, and are overwhelmingly low income. Our students come from over 130 countries, and represent a multitude of racial and ethnic groups, with over 100 native languages spoken in our schools.
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  Executive Director

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DISTRICT PARTNERS

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