

Quality Review Report 2010-2011

Academy of Hospitality and Tourism

**High School K408
911 Flatbush Avenue
Brooklyn, NY 11226**

Principal: Adam Breier

Dates of review: March 29-30, 2011

Lead Reviewer: Karen Watts

Part 1: The school context

Information about the school

The Academy of Hospitality and Tourism is a high school with 326 students from grade 9 through grade 12. The school population comprises 79% Black, 15% Hispanic, 1% White, 3% multiracial and 1% Asian students. The student body includes 10% English language learners and 14% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2009 - 2010 was 78.5%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- School leaders make informed and effective data-based organizational decisions that align with the school's instructional goals and support efforts towards improving student learning outcomes.
 - School leaders use data effectively to make purposeful decisions in student programming, the deployment of personnel and allocation of resources so that students are exposed to a large variety of courses, clubs and sport teams that provide opportunities for every student. All classrooms have SMART boards that are an integral part of the instructional program to promote student learning.
 - The principal has hired additional staff and consultants who are increasing the school's capacity to improve attendance, math, literacy and credit accumulation. The school is now able to identify academic deficiencies quickly and students receive suitable academic interventions that are increasing credit accumulation.
- The school's positive academic culture features a safe and nurturing environment in which students strive on high levels of personal support from the caring school staff.
 - Students benefit from close knit relationships with teachers, advisors and counselors who are concerned about each student's academic and social progress leading to improvements in students' academic performance. Working closely with students, advisors expose students to careers in the hotel and tourism industry, and track and communicate student progress overtime with families and students.
 - The principal has successfully placed advisory at the center of the school's strategy to raise achievement. Teachers and advisors continuously assist students in setting personal and academic goals that promote interest development leading to improvements in their academics and behavior.
- Parents play an active role in the school through participation in various activities that reinforce the school's expectations.
 - School leaders and teachers attend PTA meetings to strengthen a common understanding around the school's expectations. Academic expectations are clearly communicated to parents and students through the grading policy. A major emphasize on attendance through outreaches from the guidance counselor and a telephone system along with rewards has improve student attendance.
 - Families play key roles as partners and advocates of school wide initiatives and decisions. Parents are involved in gathering and reviewing needs assessment data which has led to the implementation of extra curricula activities for students. They are also active participants in organizing the awards ceremony and career day, to recognize students' achievements and provide exposure to a variety of career choices. Through on-going

communication with the school, a room has been designated to parents to support their work within the school community.

- School leaders monitor the implementation of recommendations to improve teacher effectiveness and provide various pedagogical supports leading to professional growth.
 - Classroom observations and walkthroughs provide actionable feedback to teachers that inform the development of goals and improvement plans. This on-going practice allows school leaders to measure how well previous recommendations are implemented. School leaders take appropriate and swift action against teachers who perform below expectations despite the supports and interventions provided to ensure that only effective teachers remain in the classroom to maximize student learning.
 - Teachers have individualized professional development plans that have resulted on a range of training around technology and specific instructional strategies. Various coaches and consultants support teachers' needs in math, literacy and social studies which has led to the use of these instructional strategies and technology in whole class instruction.
- The school has successful partnerships with external organizations to provide teachers and students with experiences that improve college and career readiness.
 - The schools external partnerships support the instructional program by providing additional learning experiences for students. Students participate in meaningful internships with organizations and businesses across the city to guide them in their development of career skills. Members of the school's Advisory Board are all representatives of the hospitality and tourism industries and they support the school's vision of aligning the career pathways to the industry standards through internships.

What the school needs to improve

- Identify key standards to leverage student progress and engage a diversity of learners so that academic achievement is amplified.
 - Although curriculum maps aligned to the State standards are in place, key standards that would address college readiness skills have not yet been identified and embedded in to the curriculum. Without these components, students' learning outcomes are limited.
 - Teachers plan academic tasks that include both skill and content development for all students. In the absence of tasks that address the needs of diverse learners, students are left unchallenged or disengaged in their learning.
- Deepen pedagogy by using data to differentiate instruction in order to engage student thinking and maximize learning.
 - There is evidence of student groupings based on behavioral needs but there are limited examples of teachers using data to design student groups based

on interest, skill or performance levels so that tasks can be designed to address their needs. As a result, students are not receiving instruction that challenges their individual needs.

- Although students are engaged in lessons, these lessons do not always reflect multiple entry points that support or extend thinking to ensure successful learning for all students. In some classes, students with a wide range of abilities all work on the same assignment thereby limiting their learning experience.
- Develop purposeful common assessments that when analyzed will inform teachers of students' strengths and deficits so that instructional strategies meet all students' needs.
 - Frequent use of graphic organizers and other instructional strategies to organize thinking are widespread. However, the use of rubrics and other assessment tools to establish leveled criteria to assess student progress and set goals for groups of students is not yet an embedded teacher practice thus limiting learning.
 - Plans by content teams are focused on developing common assessments and utilizing Snap-grades for organizing data but at this time the teams inconsistently analyze the impact of instructional practices on student outcomes. Without a clearer understanding of student needs and interim measures, the current efforts to improve student outcomes are greatly limited.
- Strategize professional collaborations so that constant monitoring of inquiry work directly impacts on instructional practices in order to improve student learning.
 - While teachers participate in regularly scheduled professional collaborations to look at student work using tuning protocols, the use of an inquiry approach around good data analysis is only now evolving. Interventions for those students identified as struggling learners are provided through resources out of the classroom, such as lunch time, after school and credit recovery courses. However, teacher teams do not consistently reflect on or adjust their practice in response to areas where a lack of progress is identified to address the learning needs of these students, as a result learning is limited.
- Further develop an effective system that monitors the success of professional collaborations and building capacity to better meet the needs of all students.
 - School leaders meet with teacher team leaders to discuss the progress of the structured collaborations, however this monitoring structure does not focus on the improvement of student learning. As a result, teacher teams struggle to receive administrative feedback on how to improve their collaborative work to achieve the desired results.
 - Although school administrators use observation and walkthrough protocols to provide feedback, they are not comprehensive in scope to address all areas of need in classrooms and therefore fall short in this effort. In the absence of regularly revised protocols that increase the supervisors' capacity to observe and evaluate teacher effectiveness, the professional growth of teachers is hampered.

Part 3: School Quality Criteria 2010-2011

School name: Academy for Hospitality and Tourism	UD	D	P	WD
Overall QR Score		X		
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?		X		
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X				
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		X					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X				
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X				
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	UD	D	P	WD			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X					
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X				
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?		X					
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed