

Quality Review Report 2012-2013

Academy of Hospitality and Tourism

High School 408

**911 FLATBUSH AVENUE
BROOKLYN
NY, 11226**

Principal: ADAM BREIER

**Dates of review: Feb 25 - 26, 2013
Lead Reviewer: Karen Watts**

Part 1: The school context

Information about the school

Academy of Hospitality and Tourism is a high school with 319 students from grade 9 through grade 12. The school population comprises 84% Black, 13% Hispanic, 1% White, and 2% Asian students. The student body includes 13% English language learners and 15% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2011 - 2012 was 80.1%.

Overall Evaluation

This school is developing.

What the school does well

- The school provides a comprehensive curricula in Common Core (CCLS) aligned units that prepare students for college and career level work. (1.1)
 - Academy of Hospitality and Tourism (AOHT) has the distinction of being in the top ten schools in the National Academy Foundation, its founding partner, for excellence in implementation of its career and technical education (CTE) curriculum, including work site experiences and internships in the areas of Hospitality and Tourism. Students also benefit from experiences in core high school courses along with business, advanced placement, and College Now courses at the City University of New York (CUNY)'s City Tech. Teachers use a common core implementation worksheet to review and revise unit plans and curriculum maps to ensure alignment to the CCLS. These experiences promote college and career readiness and develop students who attend college and remain there as evidenced in the A grade the school received on its 2012 Progress Report for the College and Career Readiness metric. The school also adequately prepares its students with disabilities (SWD) and English language learners (ELL) as evidenced in the graduation rate of its SWD and on the extra points the school received for closing the achievement gap.
- The principal strategically uses the school's resources including industry and college partnerships to meet the school's instructional and CTE goals. (1.3)
 - The principal has developed a functioning advisory board comprised of business and industry leaders who further guides the school's development and provides industry contacts for internship opportunities for the students of AOHT. The school also partners with CUNY's City Tech and Kings Borough Community College to provide seamless paths for AOHT students to higher education in the Hospitality and Tourism fields. The principal budgets resources to remunerate teachers to take students to various career related events and for teachers to run career related clubs including the highly successful Culinary Arts club that provides breakfast for sale on the campus most days. The principal also schedules teacher collaborative teams to meet two to three times per week to analyze students' work to improve their instruction. These activities improve teacher practice and keep students involved in their education and in the school's mission of developing students to work in the Hospitality and Tourism industries.
- Students benefit from a supportive and safe learning environment within a culture that promotes their academic achievement. (1.4)
 - All students are assigned to advisories occurring twice weekly enabling them to set goals, track their academic progress, and take a mock learning environment survey that provides feedback, and encourages their ongoing participation in developing an effective learning environment. Students and parents have access to Jupiter grades, the school's electronic grading system, where they find their transcripts, graduation trackers, and progress reports. Guidance counselors and the college advisor support the students' development of appropriate academic and personal behaviors at monthly assemblies where expectations are reinforced and in one-on-one meetings. Additionally, the school holds a week of Respect for All activities each year to promote a bully free environment and yearlong it holds frequent performances to further build community. Students report that they feel safe because they do not fight with each other and because there are no disagreements between students and teachers. The school provides adequate academic supports for

students including Kid Talk, so that a cadre of teachers who share the learning of a student meet twice monthly with the student to discuss his/her academic record and missing work and to develop an action plan to help the student satisfactorily complete the work. This has resulted in target students successfully rejoining their peers who are on track. Students also have access to tutoring to ensure that they pass their classes, resulting in a 15% increase in the number of students, including students in the lowest third, accumulating 10+ credits each school year.

What the school needs to improve

- Enhance teaching practices to include questioning techniques that promote higher order thinking as evidenced in students' work products and discussions. (1.2)
 - Teachers believe in using the workshop model to allow students time to work in data driven groups as they then can facilitate and assess progress of the lesson. Lessons are kept to an agenda to ensure lesson progression and teachers use Smart boards to engage students with various learning modalities. Teachers ask closed-ended questions to ascertain students' understanding at various points during the lesson. However, teachers do not routinely include open-ended questions to promote deep analysis, synthesis, and/or evaluation of complex texts, nor do they provide complex texts for students to use to arrive at their own opinions and/or make claims or arguments using evidence from the text. Discussions are limited to teacher dominated questions and think-pair-share activities. The use of discussion protocols that promote rich student-to-student discussions, debate, and exchange of ideas, is only now developing, thus limiting advancing students' higher order thinking skills and learning.
- Develop assessments aligned to key standards that provide feedback to both teachers and students to improve instruction and students' learning. (2.2)
 - Teachers check for student understanding and progress toward completion of classwork using a class work rubric that has been translated in all languages for ELL, and adjustments are affected as necessary to meet students' learning needs. Teachers use formative assessments such as observations, close-ended questions, and activity specific rubrics, students assess each other's group performance, and teachers administer assessments such as exit slips and paragraph and essay writing. Teachers analyze the results of common assessments given twice each semester and from the Regents' exams to look for trends in students' performance so that they address areas in need of improvement in their lessons. However, teachers do not yet use common assessments based on the key standards on which the school is focused, thus missing out on assessing progress towards the achievement of identified standards and limiting teacher effectiveness in helping students further improve their academic outcomes.
- Increase the frequency of observations so that teachers receive feedback on their instruction and professional development (PD) to improve their practice. (4.1)
 - The school develops its own observation tool for informal classroom visits focused on planning and preparation of instruction, classroom teaching, and assessing student learning. Administrators use this tool to provide teachers with feedback on classroom management, discussion techniques, questioning, benchmarks, standards, rubrics, tone and respect, and student group dynamics identified as strengths, challenges, and next steps. However, teachers have only received on average of one informal and one formal observation thus far this school year, limiting sharing relevant on-going information regarding teaching practices. Although lead teachers were sent to Network PD around the Citywide instructional expectations during the Fall semester, they are only

now planning to turnkey the PD to all teachers in the Spring semester, thus delaying teacher development and the improvement of classroom practices.

Part 3: School Quality Criteria 2012-2013

School name: Academy of Hospitality and Tourism	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?		X					
School Culture							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?			X				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
Systems for Improvement							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?			X				
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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					
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?		X					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed