



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Academy of Hospitality & Tourism**

**High School K408**

**911 Flatbush Avenue  
Brooklyn  
NY 11226**

**Principal: Adam Breier**

**Date of review: May 8, 2015  
Lead Reviewer: Miatheresa Pate**

## The School Context

Academy of Hospitality & Tourism is a high school with 279 students 9 grade through grade 12. The school population comprises 84% Black, 10% Hispanic, 1% White, and 4% Asian students. The student body includes 18% English language learners and 10% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013-2014 was 78.0%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	<b>Additional Findings</b>	<b>Proficient</b>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	<b>Focus</b>	<b>Developing</b>
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	<b>Additional Findings</b>	<b>Developing</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Additional Findings</b>	<b>Proficient</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Celebration</b>	<b>Proficient</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

The majority of teachers are engaged in structured inquiry based professional collaborations and there are chances for staff to have involvement in distributive leadership.

### Impact

The work of teacher teams has resulted in the strengthening of instructional capacity and teachers having an input in key decisions across the school.

### Supporting Evidence

- The dialogue with teachers, administration, and the observation of a teacher team revealed that teacher teams have adopted a protocol the “Tuning Protocol” for looking at student work. This protocol requires teachers to share their specific student data, ask clarifying questions, review student data collaboratively, chart key findings, and identify next steps. While observing the teacher team, teachers articulated their problem of practice for the meeting stating: “students are having problems writing a main idea from the text details provided and they are having problems identifying supporting details from main idea...” During the review of student data teachers revealed noticing such as “... lower leveled students are not even attempting to answer the questions on the back of the sheet...” As teachers combed through the data using the protocol their next steps were to use a new graphic organizer titled “Umbrella”. Teachers developed a new lesson plan for re-teaching the skill adding special modifications like word and sentence starters for English Language Learners and Students with Disabilities.
- Dialogue with teachers revealed that teachers have a voice in key decisions. For instance, *a teacher-led Writing Improvement Team (WIT)*, involving teachers from all four core subjects, has developed a series of lessons and activities boosting writing skills and grammar used across the curriculum. The plan for this work grew from teacher inquiry work. Administration noted that “the WIT helps to reinforce writing by focusing on school wide grammar/basic writing skills evidenced by assessment results (assessments delivered by WIT team, then used to further initiate lessons and/or drive school wide re-teaching of topic(s).”
- During their discussion, the teachers stated having a voice in key decisions that impact student learning. For example, there is a teacher business coordinator who designs all student college and career readiness events. There is a CUNY instructional lead teacher responsible for learning new instructional protocols and turn-keying them to the staff. The WIT team is vital to data based shifts in the curriculum and administration supports these leadership roles by providing time in teacher schedules to share strategies and common-plan with entire faculty to support learning initiatives. The professional development school wide calendar surfaced evidence of teacher statements.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

### Findings

Across classrooms, teaching practices are beginning to reflect a set of beliefs about how students learn best. Across classrooms, student work products reflect uneven levels.

### Impact

While teacher practices are becoming aligned across classrooms to reflect their core beliefs, students' thinking and participation remain uneven.

### Supporting Evidence

- The principal stated that “the WIT (Writing Initiative Team) has led the school wide endeavor to embed writing instruction across all content areas. The WIT has conducted professional development on the specific content writing instruction that all content areas other than ELA would be supporting, they have also facilitated workshops to assist all teachers in planning for this work. While the ELA teacher team has helped to increase effectiveness of students writing across content areas with their development of school wide rubrics and content area specific paragraph writing frames aligned with CCLS. The review of documents revealed the development of these instructional support documents; however, evidence of their usage within the classrooms was uneven. For instance, in an 11<sup>th</sup> grade ELA ICT classroom, students were revising the first paragraph of their critical lens essay via peer editing. Students were provided a peer body paragraph check-list but the rubric was not evident. When asked about the rubric they only referred to the check-list.
- The administration stated that their core belief around how students learn best is when “students are engaged in learning together-discussion.” Classrooms visited are beginning to reflect the school’s core belief around how students learn best as in 3 out of 7 classrooms showed evidence of student discussion. For instance, in a 9<sup>th</sup> grade ELA classroom students “*Turn and Talk*” to discuss *Bodega’s Plan*. In an ESL intermediate level class students “*Turn and Talk*” about how to decipher capitalization rules based on looking at examples of text with capitalization.
- The administration stated that there are “Board Walks” which emphasize the use of bulletin boards and wall space as learning tools, rather than just display. Teacher practice of this as a strategy is inconsistent as only 3 out of the 7 classrooms reflected the implementation of this teacher practice. Additionally, administration and teachers stated that the use of discussion protocols is used as a teaching strategy to support the school’s core belief. However, the use of this protocol was observed in less than half of the classrooms and also not consistently reflected in the lessons plans of classrooms observed.

## Additional Findings

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

Teachers have developed assessments and rubrics aligned to the school's curricula. Across classrooms, teachers' use of assessment and rubric inconsistently provide ongoing checks for understanding, student self-assessments, and actionable feedback.

### Impact

The inconsistent use of rubrics and assessments has resulted in limited feedback and ineffective checking for understanding to make adjustments to meet student needs.

### Supporting Evidence

- Students receive limited feedback on assessments and work products. A review of student work products on classroom bulletin boards revealed non-actionable feedback such as "... great start! I am glad you did not forget to use REAL on the sentence steam. It sets you up to write a great essay." Additional the review of a rubric attached to a student work product on the federal reserve revealed teacher grammatical corrections and rubric ratings circled (leveled 1-4) but no written next steps. Furthermore, one student said, "... rubrics are used in ELA and Chemistry classes... we are given written feedback on work mostly in ELA, Math and History"
- While students indicated the receiving of inconsistent verbal and written feedback, administration shared that checking for understanding is done via "stop & jot, quick writes, and small/large group discussion" However, in the seven classrooms observed, less than half consistently provided evidence of teachers checking for understanding. For instance, in a 10<sup>th</sup> grade math class the teachers generated a question "...why do we divide by negative 1..." but then never gave time for students to stop & jot, quick write or have small/large group discussion. This missed opportunity was observed across classrooms.
- There are school-wide rubrics for research projects; persuasive essays, short written responses, and content specific paragraphs. Furthermore, the school has a grading policy that outlines for teachers and students such as homework 20%, quizzes 15%, projects (lab) 20%, exams 25%, and classwork 20%.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders consistently communicate high expectations to the entire staff, students and families around teaching and learning connected to a path to college and career readiness.

### Impact

Structures that exist at the school ensure teachers are accountable for providing ongoing feedback to families on student process

### Supporting Evidence

- A review of documents revealed that a staff and student handbook are distributed to communicate school wide expectations. This was confirmed via the review of the faculty handbook specifically pages 53 -71 which outline expectations for teaching and learning. The student handbook explicitly on pages 6, 11-28, and 40-57 discuss expectations of students/families linked to behavior, academics and college and career readiness.
- The administration revealed that the use of outreach through phone, mail and flyer are key communicating structures for expectations. Administration further revealed that a significant number of parents are updated on school expectations while being supported via the school's offering them access to a Saturday Microsoft Office Specialist course that is co-taught by a business teacher and an AOHT senior student. Parents revealed that "...through the course parents are learning the skills students are expected to know in college and on jobs..."
- The administration revealed "targeted student and parent workshops are held". Such workshops include financial aid night, Johnson and Wales Workshop, College Fair - Jacob Javits Center, "Ask Me" College Fair to activate Staff College experiences for students, CUNY/SUNY assemblies, Career day, and National Honor Society. In addition, parents are communicated to through the Jupiter grading tool and a school website.
- The administration affirmed that expectations for teaching and learning are communicated during teacher's Initial Planning Conferences where goals are created. Additionally, observations follow the Danielson Framework and clear next steps toward elevating practice are explained in each area of need. For instance, one recommendation stated "... work at finding ways to structure student conversations about ... there are a number of protocols that could work well ..." Another recommendation stated "... I recommend you design instructional activities that include and require student to student discussion of the topic(s) covered during class. Strategy: to begin working to this endeavor, utilize the *Turn and Talk* and Accountability strategy worksheet in the handbook edition 9.1..."

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and faculty ensure that curricula are aligned to Common Core Learning standards and academic task consistently emphasize rigorous habits and higher-order skills.

### Impact

The school leader has made purposeful decisions to build coherence, promote college and readiness and ensure that all tasks promote high- level student thinking.

### Supporting Evidence

- The school has adopted the Engage NY ELA curricula and uses the New York City DOE Task Bundles. Across content, the school has partnered with the CUNY who provides the school an achievement coach who assists the school in developing the curricula. Furthermore the coach provides professional development such as how to embed literacy strategies across content for English language Learners. For instance, teachers have incorporated “summary frames” to support task completion.
- The alignment of Common Core has been extended throughout the school through Common Core based school wide initiatives including tasks and strategies developed by Teacher Teams in ELA and implemented in multiple subjects such as integration of vocabulary, argumentative writing, and literacy strategies. For instance, the review of curricula revealed that ELA, Math (Geometry), and Living Environment use the same writing frame which requires students to use evidence to support their claims. The review of student work products revealed the use of evidence to support claims, for instance in math a student wrote “... states that AR is perpendicular to CB and also that AR bisects angle CAB. A bisector creates two congruent parts. Also perpendicular lines make right angles. Therefore angle CRA and angle BRA equal to 90 degrees. Therefore, angle CRA and is congruent to angle BRA because ... there are right angles and all right angles are congruent...”
- The review of lesson plans revealed Common Core aligned tasks that require students to engage in high- level student thinking. For instance an algebra lesson integrate common core standard G.CO.1 and G.CO.9 by demonstrating their understanding of the relationship of parallel lines by determining the measures of angles formed by transversals. An ELA lesson revealed the integration of common core standard SL.9-10.1, RL. 9-10.3 and W.9-10.2 by demonstrating students’ ability to analyze how complex characters in (Bodega Dreams), share their responses in groups, and write informative/explanatory to examine and convey: What is Bodega’s plan and how does he justify his actions.