



**ACADEMY OF HOSPITALITY AND TOURISM  
ERASMUS HALL CAMPUS**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 17K408**

**ADDRESS: 911 FLATBUSH AVENUE / BKLYN, NY 11226**

**TELEPHONE: 718-564-2580**

**FAX: 718-564-2581**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 17K408      **SCHOOL NAME:** Academy of Hospitality and Tourism

**SCHOOL ADDRESS:** 911 Flatbush Avenue, BKLYN, NY 11226

**SCHOOL TELEPHONE:** 718-564-2580      **FAX:** 718-564-2581

**SCHOOL CONTACT PERSON:** Adam Breier      **EMAIL ADDRESS:** abreier@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Adam Breier

**PRINCIPAL:** Adam Breier

**UFT CHAPTER LEADER:** Jack Shvarts

**PARENTS' ASSOCIATION PRESIDENT:** June Williams

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Janessa Williams

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 17      **CHILDREN FIRST NETWORK (CFN):** CUNY

**NETWORK LEADER:** Cass Conrad

**SUPERINTENDENT:** Karen Watts

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Adam Breier	*Principal or Designee	
Jack Shvarts	*UFT Chapter Chairperson or Designee	
June Williams	*PA/PTA President or Designated Co-President	
June Williams	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Janessa Williams Tanaka Wilson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Grace Garofolo	Member/SLT	
Camille Boyd	Member/SLT	
Tiffany De Vos	Member/SLT	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### **OUR MISSION**

***Academy of Hospitality & Tourism*** provides students with the academic, social and professional skills necessary for global economic leadership.

Through the study of business theory and foundations complimented by the observation, practice and application of business skills in the hospitality and tourism professions, students experience an education that connects the classroom with the real world and its high expectations – a high school experience built on the foundation of relevance. With our high quality instruction, mentoring and job shadowing programs, paid internships, international exchanges, and highly personalized support structure, students will graduate with the skills and knowledge necessary to succeed in college, the workplace and the world beyond.

Staff, parents, students and community members are all invited to be active partners in our school's endeavor to serve its students entirely.

#### **OUR CORE VALUES**

##### **COMMUNITY**

Members of a strong community work with a sense of belonging, family and camaraderie.

##### **RESPECT**

Respect for one's self and others allows for meaningful interactions that build lifelong relationships.

##### **LEADERSHIP**

Leaders set the pace of an organization and model the skills and behaviors necessary for a team's success.

##### **GROWTH**

Growth is facilitated through continual reflection and action.

##### **RESPONSIBILITY**

We earn trust and respect from others when we accept and fulfill our responsibilities.

##### **SUCCESS**

Success comes when we accomplish our personal and professional goals.

Academy of Hospitality and Tourism (AOHT) is a school with direct partnerships with the hospitality and tourism industry. As a result of these partnerships, as well as our work with the National Academy Foundation, we are able to provide students with professional experiences during their tenure in high school. These professional experiences are as follows:

1. CTE Business Curriculum spanning all four years of high school
2. Job Shadowing: students attend a “trip” during the school day wherein they “shadow” an executive on the job for an average of four hours
3. Paid Summer Internship for students during the summer between their junior and senior year

We have an Advisory program that adds personalization to our school. That program meets twice a week, Monday and Friday, and each teacher serves as an advisory. During that time, students work with teachers on developing their two portfolios – the IGP (Individual Graduation Plan) and ICP (Individual Career Plan). These portfolios travel with the students, as do their advisors, for their entire stay at AOHT.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Academy of Hospitality and Tourism				
<b>District:</b>	17	<b>DBN #:</b>	17K408	<b>School BEDS Code:</b>	331700011408

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		86.1	82.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		87.0	85.8	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		62.0	65.7	66.3		
Grade 8	0	0	0						
Grade 9	102	117	97	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	79	93	110	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	58	38		2	6	TBD		
Grade 12	0	0	68						
Ungraded	0	0	1	<b>Recent Immigrants: Total Number</b>					
	181	268	314	(As of October 31)	2007-08	2008-09	2009-10		
Total					0	4	8		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	1	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	7	10	Principal Suspensions	71	116	TBD		
Number all others	5	14	16	Superintendent Suspensions	6	16	TBD		

### DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	196	274
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	5	13	20	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	13	16	TBD
				Number of Administrators and Other Professionals	4	3	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	0	0	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	1	7	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	92.3	100.0	TBD
American Indian or Alaska Native	0.0	0.4	0.0	Percent more than two years teaching in this school	0.0	12.5	TBD
Black or African American	85.6	81.0	83.8	Percent more than five years teaching anywhere	15.4	31.3	TBD
Hispanic or Latino	12.2	16.4	13.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	1.1	1.0	Percent Masters Degree or higher	69.0	69.0	TBD
White	1.1	1.1	1.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.6	100.0	TBD
Multi-racial							
<b>Male</b>	45.9	44.0	50.0				
<b>Female</b>	54.1	56.0	50.0				

### 2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	√
	Math:		Math:	X
	Science:		Grad. Rate:	

### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
<b>All Students</b>	-	-		√	X		
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-		
Black or African American	-	-		√	X		
Hispanic or Latino				√	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
<b>Other Groups</b>							
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged	-	-		√	X		
<b>Student groups making AYP in each subject</b>	0	0		4	0		

#### **Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	NR	Overall Evaluation:	√
Overall Score	NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	4	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **The Key Finding of the Comprehensive Review**

The Progress Report indicates that there is a high graduation rate (75%). This report also indicates that our students are coming to high school with academic deficiencies and that it takes them a longer time to catch-up on their learning. The evidence that this is the case is the high graduation rate as compared to the low levels of students earning 10 or more credits during their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> years in high school.

### **Student Performance Trends**

Students are not faring well on the social studies regents exams or math regents exams. Students are scoring the highest marks on the ELA regents exam.

### **Greatest Accomplishments**

- We have been identified as a "MODEL" school in the national network of National Academy Schools for preparing students for their internships – our 10<sup>th</sup> grade students were getting hired faster than the 11<sup>th</sup> grade students city-wide.
- A large contingent of high school and district representatives from around the country visited AOHT for a three day visit to observe how we prepare our students for internships.
- We sent students out of the building to attend job shadowing events on over 200 occasions since the school's opening in September 2006
- Students earn internships as a faster rate than our "sister" schools in the National Academy Foundation network.
- 75% Graduation Rate for our first graduating class.

### **Significant Aids to School's Continuous Improvement**

- Affiliation with National Academy Foundation brings continuous professional development, retreats for administration and teachers, partnerships with some of the most successful corporations in one of the world's largest industries
- Affiliation with CUNY SSO brings continuous professional development for teachers, leadership training for administration, tools to assist in the analysis of student data, retreats for teachers and administration, continuous professional development
- Growing Advisory Program
- Semi-Annual Share Fairs have become part of school culture

### **Significant Barriers to School's Continuous Improvement**

- **Small faculty leaves little extra time during the school day – people are stretched**
- **Sharing facilities with four other schools**
- **Decreasing Size of Cohorts leads to lower budget**
- **“Reputation” of the old Erasmus Hall and how it affects student recruitment**

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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1. Increase the number of students in their third year and in the lowest third of the school who earn ten credits or more.
2. Increase the number of students in their third year in the school who earn ten credits or more.
3. Increase school personalization of academic advisement through increased Kid-Talk sessions.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the number of students in their third year in the school who earn ten credits or more</b></p> <ul style="list-style-type: none"> <li>• 60.8%, a 3% increase from the 2009-2010 school year, of students in their 3<sup>rd</sup> year will earn 10 or more credits.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population</b></p> <ul style="list-style-type: none"> <li>• Students in their 3<sup>rd</sup> year of high school.</li> </ul> <p><b>Responsible Staff Members</b></p> <ul style="list-style-type: none"> <li>• Credit Recovery Coordinator</li> <li>• All administrators</li> <li>• All Teachers/Advisors</li> <li>• All Guidance Counselors</li> </ul> <p><b>Implementation Timeline</b></p> <ul style="list-style-type: none"> <li>• Goal to be met by close of August 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>○ Professional Development of teachers on alternative methods of instructional management in order to meet the needs of at-risk students.</li> <li>○ “Credit Recovery Coordinator” position</li> </ul> <p><b>Scheduling</b></p> <ul style="list-style-type: none"> <li>○ Regular guidance intervention planning sessions</li> <li>○ Inclusion of students other than those in their 4<sup>th</sup> year in “Kid-Talk Intervention” measures</li> <li>○ Assemblies/meetings with students and their parents to discuss credit accumulation issues</li> <li>○ Continued use of Snapgrades for consistent notification as to student progress</li> <li>○ Advisors will be notified on weekly basis as to their “advisees” progress</li> </ul> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li>○ Per session money paid to teachers for the continued creation of credit recovery work-packages and review of packages already in existence to further align</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Fall 2010 semester report card grades</li> <li>• Spring 2011 report card grades</li> <li>• August 2011 report card grades</li> <li>• 2010-2011 Progress Report</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the level of personalization embedded in the school structure.</p> <ul style="list-style-type: none"> <li>• There will be a minimum of four “Kid-Talk Intervention” sessions per month.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population</b></p> <ul style="list-style-type: none"> <li>• First, students in their 4<sup>th</sup> year of high school.</li> <li>• Then, students in the lowest third of the school.</li> <li>• Then, “at-risk” students</li> <li>• Then, all students</li> </ul> <p><b>Responsible Staff Members</b></p> <ul style="list-style-type: none"> <li>• All administrators</li> <li>• All Teachers/Advisors</li> <li>• All Guidance Counselors</li> </ul> <p><b>Implementation Timeline</b></p> <ul style="list-style-type: none"> <li>• Goal to be met by close of August 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• <b>Staffing:</b> Every teacher will be assigned to a “Kid-Talk Intervention” team.</li> <li>• <b>Scheduling:</b> “Kid-Talk Intervention” sessions will take place during period 4 – the period during which no classes are scheduled as students all have lunch. These sessions will take place during the weeks that also contain the Faculty and Department conferences.</li> <li>• <b>Funding:</b> The “Kid-Talk Intervention” sessions are a part of the Professional Period assignment for all teachers. Funding is covered as per the UFT/DOE contract that requires teachers to work a “Professional” period as a part of their workday.</li> <li>• <b>Supervision:</b> There will be bimonthly reviews of attendance forms and agendas for the kid talk sessions by the Assistant Principal and/or Principal.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Signed attendance forms along with Agendas for each Kid-Talk session.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students in their third year and in the lowest third of the school who earn ten credits or more.</p> <ul style="list-style-type: none"> <li>• 30.3% of students in the lowest third in their third year, a three percent increase from the 2009-2010 school year, will earn 10 or more credits during the 2010-2011 school year.</li> </ul>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <b><u>Staffing</u></b> <ul style="list-style-type: none"> <li>○ Professional Development of teachers on alternative methods of instructional management in order to meet the needs of at-risk students.</li> <li>○ Perpetuation of “Credit Recovery Coordinator” position</li> </ul> </li> <li>• <b><u>Scheduling</u></b> <ul style="list-style-type: none"> <li>○ Regular guidance intervention planning sessions</li> <li>○ Inclusion of students other than those in their 4<sup>th</sup> year in “Kid-Talk Intervention” measures</li> <li>○ Assemblies/meetings with students and their parents to discuss credit accumulation issues</li> <li>○ Continued use of Snapgrades for consistent notification as to student progress</li> <li>○ Advisors will be notified on weekly basis as to their “advisees” progress</li> </ul> </li> <li>• <b><u>Funding</u></b> <ul style="list-style-type: none"> <li>○ Per session money paid to teachers for the continued creation of credit recovery work-packages and review of packages already in existence to further align</li> <li>○ Targeted hiring of ATR faculty with “subsidy” in order to free-up funds to pay for AIS services</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Fall 2010 semester report card grades</li> <li>• Spring 2011 report card grades</li> <li>• August 2011 report card grades</li> <li>• 2010-2011 Progress Report</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>		
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>		
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>		
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>		

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S  
REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) –  
REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED  
REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS  
YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	25	76	25	30	25	0	0	0
10	25	25	15	30	20	0	0	0
11	20	25	15	25	22	0	0	0
12	10	10	5	10	25	0	0	0

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>AOHT has the services of college educated writing tutors in sections of all levels of English classes. Additionally, the English inquiry teacher teams meet weekly to review student work of the lowest 3<sup>rd</sup> of students with the aim of improving student out comes. The English teachers are working on Saturdays with Colombia University professional developers to infuse the new Common Core Standards into the English curriculum maps.</b>
<b>Mathematics:</b>	<b>All freshman students are programmed for a three semester Integrated algebra class. During their entire first year they are scheduled for a double period of math instruction. Sophomore students are part of an AOHT &amp; CUNY collaborative project entitled Carpe Diem which provides tutoring after school as well as the opportunity to take classes at a college at both Erasmus and CITY TECH. Junior and Senior students are eligible for after school small group tutoring by two of our 3 math teachers. AOHT funds AUSSIE professional developer who also provides direct instructional services to students. Kaplan professional developers were employed to provide direct services to students as well as professional development for teachers in effective test taking strategies. A GMath class has been established for all students who have failed the integrated algebra Regent. It is held Tuesday, Wednesday and Thursday during 4<sup>th</sup> period lunch. Lunch is provided in the classroom.</b>
<b>Science:</b>	<b>Remedial and make-up opportunities are afforded students by the science teachers during fourth period. Additionally the science inquiry team are focusing on lower third students and providing one on one tutoring to the identified students</b>
<b>Social Studies:</b>	<b>A GGlobal class has been established for students who have failed the Global Studies Regents. It meets once a day and is reflected in the students program. Additionally AOHT funds a professional developer from Colombia University for social studies. She also provides direct services to students.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Both the Freshman/Sophomore and Junior/Senior counselor provide at risk counseling after school. Additionally, Safe Horizon, a community based organization provides at risk counseling for students during and after school. Additionally, AOHT has a relationship with Lutheran Medical Center which has a clinic on premises. Lutheran employs a MSW who provides at risk counseling.</b>

<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	<b>AOHT has a relationship with Lutheran Medical center which has a clinic on the campus. They employ two licensed physician assistants as well as a licensed social worker to provide health and mental health related services for our at-risk students.</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The parent coordinator and guidance counselors make sure the over the counter registrants are given and assisted with the home language survey. Additionally assistant principal, parent coordinator and guidance counselors generate the ATS report RAPL, which is the adult preferred language report, at the beginning of the year. They share the finding with staff.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The parent coordinator, ESL teacher and guidance counselors report the findings to the staff at a faculty conference and during our weekly personalization activity "KID TALK" which all staff attend. Our school has infused translation and interpretation in all aspects of parental outreach. We use phone messenger, which is an auto dialer that can translate messages into the languages needed. Additionally our secretaries are facile with the translation feature of Microsoft word. Our school has staff fluent in nearly all of the languages reflected in our school community. As we are on a Campus of five cooperating school we also reach out to our colleagues for assistance in the languages with which our staff are not literate. If a parent prefers a language not available from our Campus Community, we reach out to the translation unit for support. Per session monies are critical to ensure that the various staff members are available for afterschool conferences, Parents' Association meetings and workshops.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our school has infused translation and interpretation in all aspects of parental outreach.

AOHT parents whose primary language is a covered language and who require language assistance are provided with a copy of the Bill of Parent Rights and Responsibilities. Additionally we post, in our General Office 1S30 and our guidance suite, 2W52 signs in each of the covered languages, indicating the availability of interpretation services. We use phone messenger, which is an auto dialer that can translate messages into the languages needed. Additionally our secretaries are facile with the translation feature of Microsoft word.

Our school has staff fluent in nearly all of the languages reflected in our school community. As we are on a Campus of five cooperating school we also reach out to our colleagues for assistance in the languages with which our staff are not literate. If a parent prefers a language not available from our Campus Community, we reach to the translation unit for support. Per session monies are critical to ensure that the various staff members are available for afterschool conferences, Parents' Association meetings and workshops. Report cards are generated in covered languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation is provided by school staff and campus as well as our autodial system.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

AOHT parents whose primary language is a covered language and who require language assistance are provided with a copy of the Bill of Parent Rights and Responsibilities. Additionally we post, in our General Office 1S30 and our guidance suite, 2W52 signs in each of the covered languages, indicating the availability of interpretation services. We use phone messenger, which is an auto dialer that can translate messages into the languages needed. Additionally our secretaries are facile with the translation feature of Microsoft word. Our school has staff fluent in nearly all of the languages reflected in our school community. As we are on a Campus of five cooperating school we also reach out to our colleagues for assistance in the languages with which our staff are not literate. If a parent prefers a language not available from our Campus Community, we reach to the translation unit for support. Per session monies are critical to ensure that the various staff members are available for afterschool conferences, Parents' Association meetings and workshops. Report cards are generated in covered languages.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	197,559.00	54,469.00	252,028.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,975.00	544.00	2,520.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9,877.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	19,755.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			165950.	X	
Title I, Part A (ARRA)	Federal	X			53924	X	
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			67674	X	
Tax Levy	Local	X			1571031.	X	

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
**AOHT has 4 students in temporary housing**
2. Please describe the services you are planning to provide to the STH population.  
**All students indentified as STH are enrolled immediately. They are given a “Welcome to school bag” that contains necessary supplies; loose leaf paper, notebooks, pens, pencils, stapler, folders and tape. These supplies are replenished periodically. AOHT defrays the cost of educationally related school trips. One of the guidance counselors provides after school counseling opportunities for STH students.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Academy of Hospitality and Tourism					
<b>District:</b>	17	<b>DBN:</b>	17K408	<b>School</b>		331700011408

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.1	82.3	78.5
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		87.0	85.8	88.4
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.0	66.3	63.1
Grade 8	0	0	0				
Grade 9	117	97	104	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	93	110	94	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	58	38	65		2	6	9
Grade 12	0	68	47				
Ungraded	0	1	0	<b>Recent Immigrants - Total Number:</b>			
Total	268	314	310	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	4	8

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	71	116	128
# in Collaborative Team Teaching (CTT) Classes	7	10	29	Superintendent Suspensions	6	16	21
Number all others	14	16	14				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	196	274

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	13	16	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	3	6
# receiving ESL services only	13	20	TBD	Number of Educational Paraprofessionals	0	0	1
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	7	71	% fully licensed & permanently assigned to this school	92.3	100.0	100.0
				% more than 2 years teaching in this school	0.0	12.5	45.0
				% more than 5 years teaching anywhere	15.4	31.3	45.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	69.0	69.0	95.0
American Indian or Alaska Native	0.4	0.0	0.0		93.6	100.0	100.0
Black or African American	81.0	83.8	82.6				
Hispanic or Latino	16.4	13.4	14.8				
Asian or Native Hawaiian/Other Pacific	1.1	1.0	1.0				
White	1.1	1.6	1.6				
<b>Male</b>	44.0	50.0	51.6				
<b>Female</b>	56.0	50.0	48.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	X
Science:		Graduation Rate:	

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	-	-		v	X		
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American	-	-		v	X	
Hispanic or Latino				v	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged	-	-		v	X	
<b>Student groups making</b>	<b>0</b>	<b>0</b>		<b>4</b>	<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	44.6	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	5.2	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	14.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	24.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



# Academy of Hospitality and Tourism at Erasmus

NEW YORK CITY DEPARTMENT OF EDUCATION  
Erasmus Hall Campus  
911 FLATBUSH AVENUE / BROOKLYN, NY 11226  
Phone (718) 564-2580 Fax (718) 564-2581



*"Where the global marketplace is our playground."*

Adam D. Breier, Principal

Grace Garofolo, AP

## SCHOOL/PARENT INVOLVEMENT PLAN

### **School wide policy statement addressing the school's Parent Involvement Policy and Goals.**

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. AOHT supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Association, School Leadership Team, Share Fair, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies.

### **How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.**

All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community. Members of the administration are also available to meet with parents on Saturday, during our Saturday School program. The AOHT website is an excellent way for parents to learn about new programs, events, calendars and exciting news so that, even for the parent who finds it difficult to come to the school, there are ways of keeping up-to-date.

### **Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.**

In addition to the above-mentioned hotline and website, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. Full school mailings may be conducted at least four times a year.

### **How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.**

The PA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

### **How we will assess the efficacy of our involvement plan.**

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

### **How we will involve parents in the development and approval of the School/Parent Compact.**

The Compact is developed after consultation with the parents and the administration. Subsequently, a general Parent Teachers Association meeting is held to elect a new executive board. The first PA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

### **How we will involve parents in the development and approval of the School/Parent Involvement Plan.**

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>17</b>	School Number <b>408</b>	School Name <b>AOHT</b>
Principal <b>Adam Breier</b>		Assistant Principal <b>Grace Garofolo</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Robert Romanzi</b>		Guidance Counselor <b>Kevin Odoi</b>	
Teacher/Subject Area <b>Camille Boyd/English</b>		Parent <b>June Williams</b>	
Teacher/Subject Area <b>K. Francis/English/Business</b>		Parent Coordinator <b>Tamika Hardwick</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Cass Conrad</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>310</b>	Total Number of ELLs	<b>32</b>	ELLs as Share of Total Student Population (%)	<b>10.32%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES 9-12 LANGUAGE ALLOCATION POLICY  
WORKSHEET

School: Academy of Hospitality and Tourism

#### Part II: ELL Identification Process

1. At the Academy of Hospitality and Tourism the following steps are followed for initial identification of those students who may possible be ELLs: Upon registration, the students are administered the Home Language Identification Survey (HLIS) which is followed by an informal interview with a pedagogue (usually the ESL teacher) in English and student's native language. At the beginning of the year of the year, the HLIS and the interview are administered by the English as a Second Language (ESL) teacher, Robert Romanzi, with the assistance of other faculty and staff members. The ESL teacher is fluent in Spanish; however, if the student's native language is French or Haitian-Creole, Natasha Davies, educational paraprofessional at the Academy of Hospitality and Tourism on the Erasmus Campus assists by communicating with the student and family in order to conduct the interview and complete the survey. If the student's native language is not Spanish, Creole or French, and there is not a parent or pedagogue in the building who can assist, someone in the DOE department of translating services is contacted to communicate with the family. Throughout the year, the HLIS and the informal interview are administered by Mr. Romanzi. The guidance counselors play a significantly role in facilitating the process by having ready access to the HLIS documents for walk-in students and families to complete until a pedagogue can arrive to conduct the interview. If the results of the HLIS and the informal interview indicate the student is a possible ELL, the student is then administered the LAB-R test within the first ten days of the student's arrival to the school. If the student passes the LAB-R s/he is not programmed for ESL classes. However, if the student does not pass the LAB-R, s/he is programmed according to the level indicated on the test. Tested beginners are programmed for three periods of ESL services five times a week (600 minutes); tested intermediates are programmed for two periods of ESL services five times a week (400 minutes), and tested advanced students are programmed one period of ESL five times a week (200 minutes) along with one period of English language Arts (ELA) five times a week ( 600 minutes).

Annually, all ESL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teacher, along with outreach assistance from Ms. Davies and the parent coordinator, Ms. Hardwick coordinates and administers the NYSESLAT. Students are administered the test in a private setting. Make-ups are available for absent students. Students who do not pass the NYSESLAT (and who fail to be present for test dates and make-up opportunities) are programmed in ESL classes the following academic year according to the levels indicated by their NYSELAT scores. Again, beginners receive 600 minutes weekly, intermediates receive 400 minutes, and advanced students receive 180 minutes of ESL along with 200 minutes of ELA. All ELLs remain in the appropriate ESL class (as indicated by the NYSESLAT) until they test out of the ESL (pass the NYSESLAT test).

2. The following structures are in place to ensure that parents of ELLs understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL): Once a student has been identified (within the first 10 days upon arrival) as an English Language Learner, the ESL teacher, Mr. Romanzi, sends an Entitlement Letter to the child's home along with the Parent Survey and Program Selection Form. These forms are sent in both English and the home language. The letter informs the parents/guardians that their child qualifies for ESL services based on his/her LAB-R scores. The letter also indicates the date and time of the next parent orientation to be held on campus. These orientations are tentatively scheduled (often in conjunction with PTA meetings) once every two weeks unless there have not been any newly admitted ELLs. The letter requests that the parent please attend the informational orientation session and that the parent brings the Parent Survey and Program Selection Form with them when they come.

Prior to the orientation date, phone calls are made to the parents of the new ELLs by Mr. Romanzi, the parent coordinator, Ms Hardwick and Ms. Davies (French and Creole speaking) to remind and encourage them to come to the orientation session. At the orientation sessions, parents view the parent orientation video in their home language. Bilingual staff and Mr. Romanzi are present to answer questions and collect Entitlement Letters, Program Selection Forms and Parent Surveys. If the selection form indicates Self-Contained ESL as the first choice, three student remains at the Academy of Hospitality and Tourism. However, of the parent's first choice is not the model offered by our school, the parents are aided in making possible changes regarding program selection and school placement. It is the goal of our school that placement and program decision are finalized within the first two weeks of the student's arrival to the school.

3. Entitlement letters and program selection:

As stated above, once a new student is identified as an ELL, Entitlement Letters and Program Selection Forms in both English and the home language are mailed to the home of the student and parents/guardians. Through the letters and subsequent phone calls made by the ESL teacher and parent coordinator, parents are requested to come to the parent orientation where they view the orientation video and select a program of their choice by rating the programs according to their preferences. If a parent/guardian does not attend an orientation session and does not respond to the various phone call attempts by the ESL teacher and parent coordinator, the student is placed in the only default program available at the Academy of Hospitality and Tourism, which is the freestanding ESL model.

4. Criteria and procedures for programming of identified ELLs:

All of the following determine the programming of identified ELLs:

Communication with parents in English and their native language at a parent orientation session, as well as through phone calls made by the ESL teacher and parent coordinator; the program choices indicated on the Parent Selection Form; follow-up consultation with parents if a program model is requested that is not offered by the school; and the LAB-R score - beginners are programmed for 600 minutes of ESL every week, intermediates are programmed for 400 minutes of ESL, and advanced students are programmed for 200 minutes of ELA instruction.

5. The selection trend:

The trend for the past few years has been for parents and their children to choose to remain in the self-contained model offered by our school.

6. Program model alignment with parent request:

Yes, since the trend is for parents to choose the self-contained model, our program model is alignment with parent choices.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- K    1    2    3    4    5  
 6    7    8    9    10    11    12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										16	9	5	2	32
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	16	9	5	2	32

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	4
SIFE	9	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	8	1	4	1	1	7	0	2	32
<b>Total</b>	<b>21</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>32</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	5			15
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic										1				1
Haitian										7	4			11
French										3	1			4
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>32</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. How is instruction delivered?

a. Organizational Models: The organizational model of ASL Instruction at the Academy of Hospitality and Tourism (AOHT) is the Self-Contained Model.

b. Program Models: The program model is Ungraded and Homogenous -- all students regardless of grade are placed in classes according to their proficiency levels on the LAB-R and NYSESLAT (i.e. beginners, intermediates, and advanced)

2. How does the organization of our staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in the ESL program model?

a. Explicit ESL and ELA instruction minutes are delivered on our Self-Contained ESL Program as per CR Part 154. All beginners have three 40 minute periods of ESL each day five times per week, thus exceeding the requirement of 600 minutes per week of ESL for beginning ELLs. All intermediate students have two 40 minute periods of ESL each day five times per week, thus exceeding the requirement of 400 minutes per week of ESL instruction for intermediate ELLs. All advanced students have one 40 minute period of ESL instruction five times per week, as well as one 40 minute period of ELA instruction five times per week, thus exceeding the requirement of 200 minutes per week of ELA instruction. Since the only program model at AOHT is Self-Contained ESL, NLA instruction is not offered.

3. Content areas in the Self-Contained model:

a. The ESL teacher uses a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, science texts, informational readings, poetry, historical nonfiction, and drama. In addition. Side by Side series is utilized to teach students English across all content areas. Technology is utilized to increase student interest in achievement.

4. Differentiating instruction for ELL subgroups:

a. Instructional plan for SIFE:

Educational interventions are written and implemented for all SIFE at the Academy of Hospitality and Tourism. The interventions are based on student data acquired through both formal and informal assessments in ESL and the content areas, as communicated by the student's teachers in each subject area. The student's strengths are drawn upon to plan motivating curriculum and to design differentiated means of assessment that will both challenge the student and also allow them to experience academic success. The series Mr. Romanzi uses us Side by Side. The series introduces and builds on the fundamental skills and knowledge required for full academic participation and success across the curriculum. In addition, SIFE are given the resource of extra tutoring both during and after school.

b. Instructional plan for newcomers (less than three years in US schools):

Newcomers participate in our Balanced Literacy Program at the Academy of Hospitality and Tourism. Many newcomers test as beginners on the LAB-R, so they receive three 45 minute periods of ESL every day five times week. The intermediates receive two 45 minute periods five times a week and the advanced newcomers receive one 45 minute period of ESL and one 45 minute period of ELA five times a week. In ESL class, the teacher models reading comprehension strategies vocabulary building strategies, phonics, and writing practices in mini-lessons, which are followed up by group, paired and individual student practice. Whenever possible, art and music are integrated into the lessons in order to reach all student levels of comprehension and knowledge to allow for differentiated assessment. In addition, a leveled classroom library of all genres is accessible for student use, including native language texts in Spanish, French and Haitian Creole.

c. Instructional plan for ELLs receiving 4 - 6 years of ESL service:

Students receiving 4 - 6 years of ESL service are identified by the ESL teacher, content area teachers and guidance counselors using the available student data reports. The teachers and counselors meet monthly to discuss the student's current academic track record and potential graduation date. Each student is assigned (By grade level) to a teacher mentor who is committed to monitoring the student's academic progress and development. In addition, most of these ELLs attend after school classes in order to meet the academic graduation requirements.

d. Instructional plan for Long-Term ELLs:

In order to help Long-Term ELLs meet graduation requirements and achieve academic success, after-school classes are offered for the content area courses, such as history, English and science. There is also a SAT class on Tuesday and Thursday afternoons. Students and their parents are informed both in writing and verbally about the programs available to them that will help them prepare for Regents Exams. Credit recovery and after school tutorial classes are offered to the students who need extra support in one or more of their area classes. All long-term ELLs are encouraged to attend the program offerings by their ESL and content area teachers. Furthermore, like the 4 - 6 year ELLs, these students are tracked and discussed on a monthly basis by the ESL teacher, content area teachers and guidance counselors.

e. Instructional plan for ELLs identified as having special needs:

Eligible English Language learners who are identified as having special needs receive a paraprofessional who provides daily academic assistance. Various scaffolding techniques are regularly implemented to help these students achieve academic excellence. Lessons are created by the ESL teacher and content area teachers that target both the student's strengths to build upon and their weaknesses. ELLs having special needs are included in all aspects of our school, including our ESL classes.

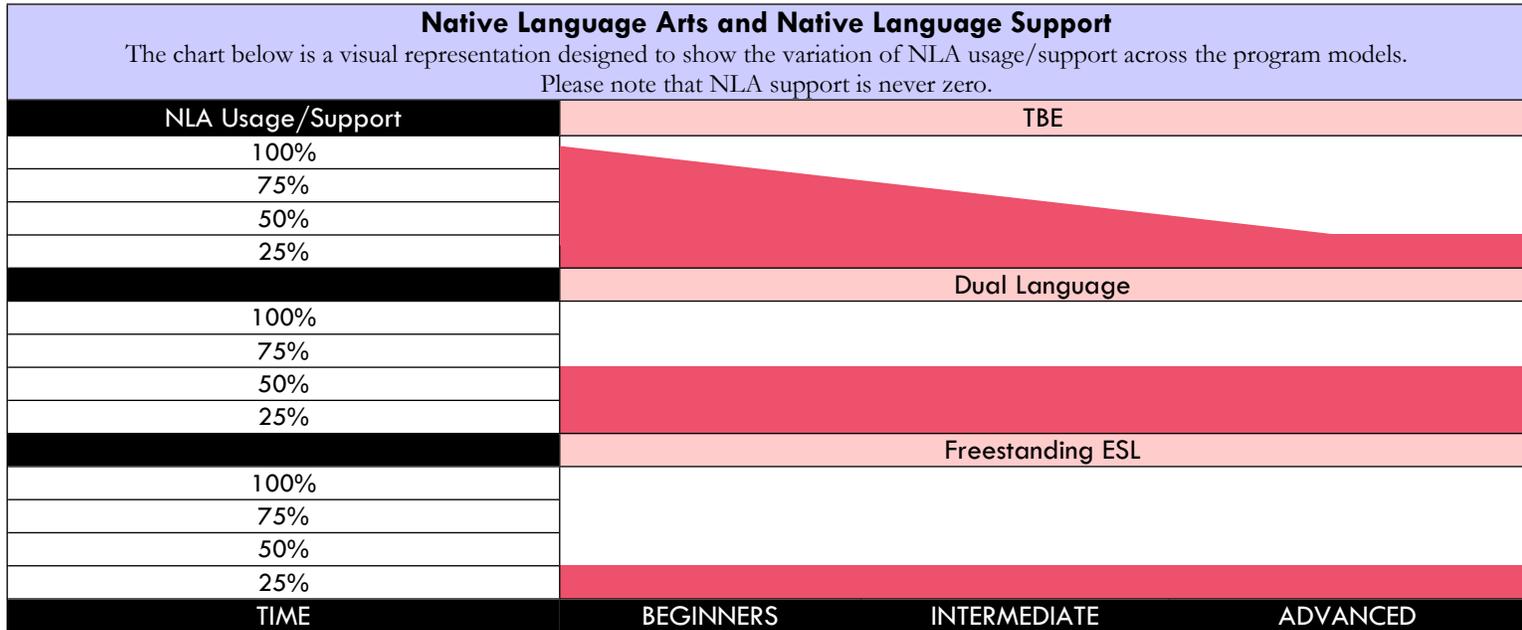
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

**5. Targeted Intervention Programs for ALLs in ELA, math and other content areas:**

After-school tutoring is offered by the content area teachers, in addition to the SIFE-Contained ESL classes. Also, students have access to peer tutors throughout the day. These tutors aid the ESL students in their acquisition of the necessary skills and understandings to be able to thrive in their respective content area classes. Furthermore, ESL students are given continual access to resource materials, including guidance on how to self-monitor and self-motivate their own learning and academic progress. The ESL student at AOHT shares in an advisory twice a week where self motivation and college readiness are emphasis.

**6. Continuing transitional support (2years):**

Students who have passed the NYSESLAT continue to receive support in their academic classes and on Regents Exams. Tutoring program services are available to these students after school; all teachers who instruct in these programs are certified in their academic fields. In addition, students who have achieved proficiency on the NYSESLAT often come to the ESL teacher for help when necessary. He helps them [practice writing Regents Essays, as well as their College Now and college application essays. As mandated, once students have passed the NYSESLAT, these former ELLs receive time and a half extensions on Regents exams, for up to two years.

**7. New programs or improvements bring considered for the upcoming school year:**

There are currently no new programs bring considered for the upcoming school year.

**8. Programs/services to be discontinued and why:**

Presently, there are not any programs or services to be discontinued this year.

**9. ELLs afforded equal access to all school programs:**

All school programs, including after-school tutoring, sports teams, internships and the Exploring Program are offered to all students, including the English Language Learners Peer tutoring is also available to students who participate in a school activity or team but who need assistance maintaining the appropriate grade averages do so.

**10. Instructional materials, including technology, used to support ELLs:**

A variety of materials to support the learning of ELLs are used at the Academy of Hospitality and Tourism. First, we have a leveled classroom; library consisting of multiple genres: informational; realistic fiction, biography, memoir, poetry, historical fiction, and traditional literature. Books are also available in student's home languages, and audio books are used during reading workshop. Secondly, art, music and media are regularly intertwined into lessons by way of song lyrics, visual aids, and short films from other cultures to give students multi-cultural background knowledge. Most books come with software for student use and practice, and bilingual dictionaries are readily available in most content area (and ESL) classrooms. In addition, Smart Board technology is used across the curriculum.

**11. Native language support:**

Although native language instruction is not offered at the Academy of Hospitality and Tourism, native language support is available. A leveled classroom library consisting of books of multiple genres and in students' home languages is available to all ELLs in the ESL classroom. In addition, newcomers are given a buddy of the same native language to assist them in acclimating to their new environment and their classes.

12. Required services support and correspond to ELLs grades and ages:

All required services are designed to support and correspond to high school aged students.

13. Activities available to newly enrolled ELL students before the beginning of the year:

All registered new students are invited to the two-day New Student Orientation prior to the beginning of the school year. The ESL teachers and content area teachers attend to assist in the daily ACTIVITIES, SUCH AS "College Readiness" talks, a tour of the building and classrooms, and opportunities to ask upper-class students and teachers' questions about the upcoming high school experience.

14. Language electives for ELLs:

Spanish is offered at the Academy of Hospitality and Tourism.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional Development and Support for School Staff:

1. Professional development plan for all ELL personnel at the school:

All teachers of ELLs attend professional development workshops in ESL methodology throughout the course of the year. Among these workshops are: ELA Regents Support of ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for the Success of Secondary ELLs, and Targeting and Identifying SIFE. Information acquired at the trainings and workshops is shared with all other teachers through brochures and faculty meetings.

2. Support to Staff to assist ELLs in transition from middle school to high school:

Prior to the beginning of the year, the ESL and freshman educators meet to discuss incoming freshman ELLs. Areas of concern are anticipated and former or current ELLs who are upper-classmen are assigned an incoming student buddy to contact and check in on within the first two weeks of school.

3. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P:

All teachers at the Academy of Hospitality and tourism receive a minimum of 7.5 hours of ELL training. The teachers are trained in the balanced Literacy Workshop model so that they are able to implement reading and writing strategies in every lesson in every subject area. Content area teachers are introduced to textbooks and books that are appropriate for English Language learners and effective methods of teaching vocabulary in all content areas are taught in the training sessions. Science and math teachers collaborate to create an interdisciplinary curriculum that would be appropriate to ELL's based on the information and resources acquired in the training session. Parental involvement in the programs and activities is critical to the success of the programs and the children. At PTA meetings, assistance is provided to parents of children served by the school, as appropriate, in understanding their rights and choices as a parent of an ELL student, the States academic content and achievement standards, the state and local academic assessments as well as alternate assessments, how to monitor their child's progress, and how to communicate and work with educators.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parent Involvement:

1. Parents are involved at the school (including parents of ELLs):

Parents are involved in all in aspects of AOHT. The SLT and PA of course as well as workshop as trip chaperones.

2. Partnerships with other agencies or Community Based Organizations:

The school coordinates and integrates parental involvement programs and activities with; participation in activities, such as the Parent Resources Centers, is also highly encouraged. National Academy Foundation, Safe Horizons, City University of New York and Junior Achievement are included.

3. Evaluating the needs of parents:

The needs of parents are continually evaluated through communication between the content area teachers, the ESL teacher, the parents, administration and the parent coordinator. PTA meetings, parent-teacher conferences and ESL organizational meetings provide ample opportunities for discussion regarding needs of the parents and their children. The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology. Workshops such as evening computer classes and immigration and citizenship issues are offered. During PTA meetings, the guidance staff explains to parents for graduation and how to evaluate each individual child's progress.

4. Parental involvement activities:

The first organizational meeting for non-English speaking parents and all parents of ELLs is always held at the end of August. Follow-up meetings about graduation requirements, scholarships, the college application process, etc. are held once a month, usually on the first Monday of the month.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										9	5			14
Intermediate(I)										7	2			9
Advanced (A)										4	4		1	9
Total	0	0	0	0	0	0	0	0	0	20	11	0	1	32

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													

	<b>P</b>													
READING/ WRITING	<b>B</b>													
	<b>I</b>													
	<b>A</b>													
	<b>P</b>													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English		0	1	0
Math <u>A</u>		0		0
Math <u>B</u>				
Biology		0		0
Chemistry		0		0
Earth Science		0	1	0
Living Environment	3	0	1	0
Physics		0		0
Global History and Geography		0		0
US History and Government		0	1	0
Foreign Language		0		0
Other		0		0
Other		0		0
NYSAA ELA		0		0
NYSAA Mathematics		0		0
NYSAA Social Studies		0		0
NYSAA Science		0		0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

**Part IV (B): Assessment Analysis**

**1. Date patterns across proficiency levels (LAB-R and NYSESLAT) and grades:**

The data suggests a pattern of students as beginners during their freshman and/or sophomore high school years and advancing to intermediate and advanced levels of ESL in the later grades, AS JUNIOR AND SENIORS.

**2. How patterns across modalities -- listening/speaking and reading/writing -- affect instructional decisions:**

Patterns across modalities suggest the students need more support through instruction in the modalities of reading, writing and listening. This trend affects instructional decisions in all ESL and subject area classes across the curriculum. Since all teachers are trained in the Balanced Literacy Workshop model, reading comprehension, vocabulary development, and writing are part of every lesson in all subjects. Listening is also incorporated through instructional techniques such is dictation, think-pair-shares, and read-aloud.

**3. For the SIFE-Contained ESL Program at the Academy of Hospitality and Tourism:**

a. The patterns across proficiencies and grade levels are that students in earlier grades, such as 9th and 10th, tend to be beginners and intermediates in ESL classes. Some of these students are performing well on periodic assessments, while others are still acquiring basic comprehension and linguistic performance. Students in older grades, such as 11th and 12th, tend to be intermediate and advanced ESL classes. The majority of students in the 11th and 12th grade classes are successfully performing on periodic assessments. Although all ELLs receive the mandated assessment accommodations with the exception of the NYSESLAT, students do not take periodic assessments in their native languages.

B.School leadership and teachers are using the results of the ELL Periodic Assessment to make instructional decisions in all content area and ESL classes. In addition, school leadership trains teachers in reading ELL Periodic Assessment Results through ARIS.

c. Through the ELL Periodic Assessments, teachers are learning that students are making academic progress at different rates. Their varying levels of abilities and comprehension in academics require teachers to differentiate learning and assessment while teaching essential questions and understandings through the Backward Design Model of unit planning.

4. N/A

**5. Evaluating the success of our program for ELLs:**

The success of our program for ELLs is evaluated by looking at all components of the ELL's high school experience: the initial ELL identification process, access to translating services and assistance, parent involvement, informal and formal ELL assessments, student performance in all subject areas, student performance on Regents exams, and graduation rates.

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		