



HIGH SCHOOL OF HOSPITALITY MANAGEMENT

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (02M296)
ADDRESS: 525 WEST 50TH STREET
TELEPHONE: (212) 586-0963
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M296 **SCHOOL NAME:** High School of Hospitality Management

SCHOOL ADDRESS: 525 West 50th Street

SCHOOL TELEPHONE: 212-586-0963 **FAX:** 212-265-1307

SCHOOL CONTACT PERSON: Matthew Corallo **EMAIL ADDRESS:** Mcorall@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: TBD

PRINCIPAL: Matthew Corallo

UFT CHAPTER LEADER: Wayne Berning

PARENTS' ASSOCIATION PRESIDENT: Sharon Corbin

STUDENT REPRESENTATIVE:
(Required for high schools) Charles Scalice

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** CFN405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Elaine Gorman

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
Matthew Corallo	*Principal or Designee	
Wayne Berning	*UFT Chapter Chairperson or Designee	
Sharon Corbin	*PA/PTA President or Designated Co-President	
Dolores Pena	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Charles Scalice	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ashley Boyd	Member/ Teacher	
Joseph Corkill	Member/ Teacher	
Shirley Chisolm	Member/ Parent	
Lourdes Gomera	Member/ Parent	
Anna Pires	Member/Parent	
Bridget Bordiuk	Member/Teacher	
Dolores Williams	Member/ Guidance Counselor	

(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.

Mission Statement

The High School of Hospitality Management is committed to college readiness and community. Our instructors are prepared everyday with a thoughtful and meaningful lesson. Our instructional program is designed to accommodate the different learning styles our students face. Our learning environment is safe, supportive and encouraging for each and every student that attends HSHM.

Vision Statement

Students make an investment in their future at the High School of Hospitality Management. We provide our students with an engaging, rigorous curriculum designed to develop intellectual habits that guarantee success in college. Included in this curriculum is a thematic strand of courses pertaining to the Hospitality Industry in order to provide Business Management skills to our students.

Our learning community fosters an atmosphere of collaboration that represents and respects individual differences and learning styles. Our instructional approach and youth development programs constitute a safe and supportive environment for each and every student; inspiring self confidence and readiness that prepares them for the demands of higher learning.

Scope and Sequence of Courses

Grade 9	Grade 10	Grade 11	Grade 12
Global History (2 Credits)	Global History (2 Credits)	U.S. History (2 Credits)	U.S. Government (2 Credits)
World Cultures (2 Credits)	Living Environment (2 Credits)	ELA (2 Credits)	ELA (2 Credits)
ELA (2 Credits)	Biochemistry of Nutrition (2 Credits)	Culinary Arts (2 Credits)	Foreign Language (2 Credits)
Algebra (2 Credits)	Geometry (2 Credits)	Hotel Management (2 Credits)	Physical Education (2 Credits)
Art of Hospitality (2 Credits)	ELA (2 Credits)	Geometry/ Intermediate Algebra (2 Credits)	Elective (2 Credits)
Studio Art/ Phys Ed (2 Credits)	Studio Art/ Phys Ed (2 Credits)	Earth Science (2 Credits)	
Advisory/ Health (2 Credits)	Advisory/ Leadership (2 Credits)		

After School Programs

- AP Courses
- Guitar Program
- Culinary Arts Club
- Chess Club
- Digital Gaming Club
- Film Club

Partnerships

- National Academy Foundation
- American Place Theater
- Careers in Culinary Arts Program (C-CAP)
- Hunter College (MSP Peer Tutoring Program)

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				
School Name:	High School of Hospitality Management			
District:	2	DBN #:	02M296	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					77	81	83		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3						352	362		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9	109	105	110	Students in Temporary Housing: Total Number					
Grade 10	84	85	96	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	94	78	93		3	4			
Grade 12	57	62	85						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total						10	7		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	5	6	5	Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes	6	6	8	Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
# in Trans. Bilingual Classes				CTE Program Participants				
# in Dual Lang. Programs				Early College HS Participants				
# receiving ESL services only			38	Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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			28	25
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			6	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			1	1
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(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				25
American Indian or Alaska Native				Percent more than two years teaching in this school				95
Black or African American				Percent more than five years teaching anywhere				65
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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 type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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 school leadership team has reviewed the following data sources to determine the school's strengths and thoughtfully assess our school's needs: Progress Report, School Quality Review, Progress Report, Learning Surveys, School Budget, HSST School Program for 2009-10, as well as ATS monthly and yearly attendance reports.

What student performance trends can you identify?

It is obvious, that our student's are progressing academically. After a review of the school's progress reports for 2008-09, the school received an A in all two of the three areas of student performance. Two years ago, our numerical value rose to 105.6 in one year, we did not score very well on the learning environment section of the progress report. We managed to improve our score in that section as we received another A for the 2009-2010 progress report

What have been the greatest accomplishments over the last couple of years?

The team agrees that student performance is authentically improving because of the following reasons:

- We have clarified our scope and sequence of courses
- We have improved collaborative efforts with respect to data management and differentiation.
- We are thoughtfully implementing Special Education and ESL services
- We have improved our Physical Education and Arts programs that provides consistent outlet's for students
- We have folded our AIS mandated time into the school day that provides extended periods for increased instruction
- We have implemented an advisory program that helps improve our AIS services
- We have developed after school clubs and programs
- We have implemented AP courses and Honors courses
- We offer students a scope and sequence of career and technical education courses that center on the Hospitality Industry
- We have a full program that centers on Culinary Arts
- We have scored in the top 10 percentile for the NYCDOE Report Cards for the past two years

- An online grading system called “snapgrades” has been utilized, which has helped increase parent communication
- Developed and built a digital learning center
- Have developed more electives for students across grade levels; particularly, drama and digital gaming

What are the most significant aids or barriers to the school’s continuous improvement?

The staff continues to invest in a common language that connects to the school’s mission statement. This language has been expanded to grade level goals that directly connect to the mission. However, the staff needs to common understanding of the staff needs to be expanded to develop tangible measurement strategies that connect to grade level goals.

As a commuter school, attendance is a consistent challenge. The staff needs to continue to develop and implement practices to raise our attendance and sustain it to 90%.

As a commuter school, parent involvement remains a consistent challenge. The Parent Association and the staff are developing ways to increase parent involvement through activities and thematic events

We need to continue developing services for our special education and ESL population of students; increasingly implanting direct and indirect services for all subject areas.

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.

1. **High School of Hospitality Management will increase the yearly attendance rate to a minimum of 85%**
2. **High School of Hospitality Management will increase parent attendance at school events through academic and youth development celebrations.**
3. **All 9th grade students who hold an IEP will achieve full credit accumulation in Algebra and receive a grade of 65 or higher on the Algebra Regents Exam**
4. **All 11th grade IEP and ESL students will achieve full credit accumulation in ELA and receive a grade of 65 or higher on the ELA Regents Exam**

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>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>High School Hospitality Management will increase the yearly attendance rate to a minimum of 85% by June, 2011</p>
<p>Action Plan <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>An attendance team that monitors student attendance will be created that monitors attendance on a weekly basis – the team will consist of the School Social Worker, Guidance Counselor, School Aide, and a teacher from every grade level as a circular 6 responsibility.</p> <p>The continuing building of a 9th grade Advisory program in the 9th grade that focuses on community and social action.</p> <p>Attendance incentives such as after school activities trips and prizes will be offered to students throughout the year.</p> <p>The School will also be working with a new CBO targeted for 50 9th grade students who are exhibiting attendance problems</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Social Worker – Title I Guidance Counselor – Title I School Aide – Title I Per Session Assignments</p> <p>United Way grant that provides our school with Community Based Organization services. An organization named ASPIRA</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	ATS Attendance Reports will be reviewed weekly to monitor the increase of attendance.
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Subject/Area (where relevant): _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	High School of Hospitality Management will increase parent attendance and involvement at school and planning events by a minimum of 10% by June, 2011
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Combining celebratory events with Parents in order to share student accomplishments while discussing school business. Incorporate Professional Development for SLT and PTA in order to gain an understanding about CBO goals and efforts Hold Parent raffles and events that are connected to special thematic learning events conducted by the school
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	Title I Parent Involvement Tax Levy - American Place Theatre to include professional development for parents SLT remuneration Per Session P-Card

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance Sheets from Parent Association and School Leadership Team Meetings will be reviewed on a monthly basis to measure increase</p> <p>Sign in Sheets from all school events will be reviewed by the School Leadership Team on a monthly basis to determine patterns of increase</p>
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Subject/Area (where relevant): Algebra

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All 9th grade students who hold an IEP will achieve full credit accumulation in Algebra and receive a grade of 65 on the Algebra Regents Exam by June, 2011</p>
<p>Action Plan <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>Increase the number of 9th grade Algebra teachers to three, which includes one special education teacher devoted to the subject. Students who require services will require a 90 minute block of Algebra either in a CTT setting or “pull out” scenario.</p> <p>Resource services will be incorporated into our Advisory program for students who hold IEP’s</p> <p>After school “Math Clubs” that incorporate the use of technology will be created to increase student incentives in this area.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>9th Grade Algebra Teacher – Tax Levy 9th Grade Algebra Teacher – Tax Levy 9th Grade Special Education/ Algebra Teacher – Tax Levy Per Session</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

HSST Progress Reports will be reviewed each marking period to measure success

Mock Algebra Regents exams will be given every six weeks. The Math department will assess each exam to measure student progress

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All 11th grade IEP and ESL students will achieve full credit accumulation in ELA and receive a grade of 65 or higher on the ELA Regents Exam in June, 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>An 11th Grade Special Education Teacher and ESL Teacher will work in with our 11th grade ELA teacher in a CTT and Pull Out Setting.</p> <p>Resource Rooms for ESL and IEP students have been established that incorporate digital learning opportunities to enhance their learning activities.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>ESL Teacher – Tax Levy Special Education Teacher – Tax Levy OTPS Equipment Line OTPS Supplies Line</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>HSST Scholarship Reports will be reviewed each marking period to measure student mastery of content knowledge</p> <p>Mock ELA Regents exams will be given every six weeks. The ELA department will assess each exam to measure student progress</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 (SURR)

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	35	25		35	35	15	25	30
10	30	20	25	20	25	15	10	20
11	35	30	20	25	30	15	5	20
12	25	25	25	25	30	15	5	20

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)	Description: Provide a brief description of each 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.).
ELA:	Daily Resource Room Advisory Class Study Hall Integrated Cooperative Teaching
Mathematics:	Daily Resource Room Advisory Class Study Hall Integrated Cooperative Teaching
Science:	Daily Resource Room Advisory Class Study Hall Integrated Cooperative Teaching
Social Studies:	Daily Resource Room Advisory Class Study Hall Integrated Cooperative Teaching
At-risk Services Provided by the Guidance Counselor:	College Advisement Academic and Career Advisement Family Counseling Relationship Counseling
At-risk Services Provided by the School Psychologist:	Individual and Group Counseling as specified within Individual Educational Plan
At-risk Services Provided by the Social Worker:	Individual and Group Counseling as specified within Individual Educational Plan Family Counseling Relationship Counseling
At-risk Health-related Services:	Partnership with Peer Health Exchange, which is a non profit organization that provides weekly workshops on health related issues

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.

**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 CFN 4	District 02	School Number 296	School Name Hosp Mgmt
Principal Matthew Corallo		Assistant Principal Yves Mompoin	
Coach type here		Coach type here	
Teacher/Subject Area Karan Lee - ESL Teacher		Guidance Counselor D. Williams & K. Lange	
Teacher/Subject Area K. Droulliard - English		Parent type here	
Teacher/Subject Area J. Diller - Math		Parent Coordinator N/A	
Related Service Provider C. Korn - Social Worker		Other Jack Conviser - Spec Ed Math	
Network Leader Karen Ditolla		Other type here	

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

C. School Demographics

Total Number of Students in School	431	Total Number of ELLs	51	ELLs as Share of Total Student Population (%)	11.83%
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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.

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, and the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the NYSESLAT.

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, and the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the NYSESLAT.

When students are admitted to the NYC public school system for the first time, parents fill out The New York City Department of Education Parent/Guardian Home Language Identification Survey (HLIS). The certified ESL teacher, Karan Lee, conducts an informal

interview with the parents to establish the home language using the HLIS survey in the family's native language. Bilingual staff and pedagogues, including Assistant Principal Yves Mompoin (French/Creole), Italian teacher Trina Signorello (Italian), Guidance Counselor Delores Williams (Spanish), and Karan Lee (conversant in Spanish and Cantonese), along with family members and NYCDOE over-the-phone translation services, will be on hand to facilitate oral and written communications between non-English speaking families and the school.

If, according to the HLIS, the home language is not English, and the student is determined to have dominance in a language other than English (through an interview and informal reading assessment in both English and the native language (performed by the ESL teacher and qualified staff interpreter), the LAB-R standardized test will then be administered within 10 days of enrollment. The results of the test are hand-scored by the ESL pedagogue, as well as formally submitted, to determine the student's English proficiency in all modalities—speaking, listening, reading, and writing—as well as eligibility for mandated ESL services.

If the child scores at the beginner, intermediate, or advanced levels on the LAB-R, as specified by examination cut scores, the student will be eligible for three programs offered through New York State via Parent Choice. The three programs include Freestanding ESL, Transitional Bilingual Education (TBE), and Bilingual Education.

The certified ESL teacher, Karan Lee, is responsible for conducting the initial HLIS survey in the parent's native language, administering the LAB-R, and performing initial assessments. Once the home language is established, newcomers are paired with a partner who speaks the student's language, in order to help the child adapt to new classes and routines, as well as the school environment.

In addition to the LAB-R standardized assessment, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring by the certified ESL teacher (Karan Lee) and with the support of qualified pedagogues. The NYSESLAT assesses student gains in English proficiency in the four modalities of speaking, listening, reading, and writing. The speaking and listening portions of the test are administered first, followed by the reading and writing assessments. All eligible ESL students must take the test, including X-coded students with IEPs. The examination is administered and proctored in classrooms designated for NYSESLAT testing in its duration.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual Education (TBE), Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

After the HLIS survey is completed, and if the administered and scored LAB-R determines that the student is entitled to bilingual and/or ESL services, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, requires parental signature, and is facilitated through bilingual staff and pedagogues, family members, and/or translation and interpretation services. Available bilingual staff and pedagogues at the school include Assistant Principal Yves Mompoin (French/Creole), Carmen Appel (Romanian), Italian teacher Trina Signorello (Italian), Delores Williams (Spanish), and ESL Teacher Karan Lee (conversant in Spanish and Cantonese). If a staff member at the school cannot interpret a parent's native language, a staff interpreter from an adjoining school or services from the NYCDOE Translation and Interpretation Unit may be used. During the meeting with the ESL pedagogue in a designated classroom, the parent reads the ELL parent "Guide for English Language Learners" brochure, and views the Parent Orientation DVD on a laptop computer in the native language. The Parent Choice Program, described in detail by the pamphlet and DVD, includes the following three choices: 1.) Transitional Bilingual Education (TBE), 2.) Bilingual Education, and 3.) Freestanding English as a Second Language.

The certified ESL teacher informs the parent or guardian about all program choices, regardless of what the school offers. The student's English language program is based on parental choice. If a specific program choice is not offered at the school, the administration will arrange for the transfer of the student to another school with the chosen program. And, according to CR Part 154, if 20 or more ELLs speak the same native language in any single grade within grades 9-12, our school will form bilingual education classes in that language.

During the Parent Choice orientation, the ESL teacher informs the family that the student's placement by parent choice is for one school year. Furthermore, the student will be placed in an age-appropriate class until service needs are identified.

Parents should be encouraged to select one program for the duration of the child’s education. Research suggests that staying consistently with one language program—instead of switching between two or more programs over the course of a student’s schooling—may be more beneficial in the acquisition of a second language. The parent or guardian should also be informed that both TBE and dual language programs offer the most Native Language Arts (NLA) support, at 60 percent and 50 percent, respectively. Research shows that support in the native language may accelerate the acquisition of English. Conversely, Freestanding ESL only offers 25 percent or less NLA support.

During the end of Parent Choice Orientation, after the brochure and DVD have been viewed, and all program choices have been thoroughly described, parents have a chance to ask questions. Then, parents are given the “Parent Survey and Program Selection” form in the native language.

The two major objectives of the “Parent Survey and Program Selection” form are to determine if pertinent information was communicated by the certified ESL teacher or qualified pedagogue to help parents make an informed decision, and to allow parents to make first, second, and third choices for their child’s English language program.

Parents may either complete the program selection form at the end of the meeting, or at home. If the “Parent Survey and Program Selection” form is not returned by a specified due date, then the student will be enrolled by default into a TBE program. However, the child will only actually be enrolled in TBE at the school if there are a sufficient number of students who speak the same language within one grade level (9-12). If TBE and/or bilingual education are not available at the enrolled school, and the parent does not turn in the “Parent Survey and Program Selection” form within the specified time, the student may be placed in a Freestanding ESL program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.

The certified ESL teacher mails entitlement letters to the parent or guardian after the HLIS and LAB-R are completed. If an answer is not received within a sufficient period of time, the ESL pedagogue will contact the parent, using over-the-phone translation and interpretation services, if necessary, to schedule the Parent Choice meeting.

After the meeting takes place, if the parent decides immediately what Program Selection they want for their child, they can fill out and choose a language program from the Parent Survey and Program Selection form, signing their name to the document. However, some parents opt to take the form home to fill out later. If the form is not returned within a week, the ESL teacher will send another copy home and/or remind the parents through a telephone interpreter that the forms need to be completed and signed as soon as possible.

If the form is not returned after several attempts to contact the parents, the student will be enrolled in TBE by default as per CR Part 154.

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.

The criteria used to place identified ELL students in bilingual or ESL instructional programs include the results of the LAB-R test, initial formal and informal assessments, and parent program choice. The certified ESL teacher, in conjunction with over-the-phone interpretation and translation, bilingual staff, and bilingual friends and relatives of the family, help to inform the parent or guardian about English language program choices offered by the school and city. The ELL parent brochure and DVD in the native language are multilingual tools that communicate information about the three Parent Choice programs.

Students who did not pass the NYSESLAT examination the following year will receive continuation letters of service, designating

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)

During the 2009-2010 school year, parents of new admits have tended to request Freestanding English as a Second Language. We received one new admit who qualified for ESL services.

1. One (1) parent requested Freestanding ESL as a Second Language.
2. Zero (0) parents requested TBE as their second choice.
3. Zero (0) requested TBE as their third choice.

We have no data on parent choice for the current school year, because HSHM has received no eligible new admits since September 2010.

6. The program models offered at the High School of Hospitality Management are aligned with parental requests.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										20		4		24

Push-In											15	9	3	27
Total	0	20	15	13	3	51								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	11
SIFE		ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	29

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	9		1	13		5	29		6	51
Total	9	0	1	13	0	5	29	0	6	51

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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	

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
Other									0	0
TOTAL	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										15	13	13	2	43
Chinese														0
Russian														0
Bengali										2				2
Urdu													1	1
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	2			4
TOTAL	0	0	0	0	0	0	0	0	0	20	15	13	3	51

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.

Part III: ELL Demographics

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models?

Dual Model for Differentiated Instruction

The High School of Hospitality Management uses the pull-out ESL teaching model for a total of 12 periods (47 minutes each), and 9 periods of push-in instruction to the ELA classroom (47 minutes each).

Push-in Instruction

Certified ESL and ELA teachers work together to co-teach ELLs, mainstream, and special education students in 9 periods of push-in service (47 minutes each).

Eligible ELLs, as well as a number of former ELLs, receive the benefits of reading and writing interventions, including small-group and one-on-one instruction, explicit teaching of vocabulary and literacy strategies, and computer technology that includes Tell Me More English software and Achieve3000.

Push-in co-teaching allows ELLs and students from a variety of levels and backgrounds to receive explicit instruction in reading and

writing strategies, literature, vocabulary, essay writing, and standardized test preparation. Teachers work together to instruct students through the use of graphic organizers, technology, multimedia, and other helpful methods and techniques, to enhance comprehensive input for all students.

Pull-out Instruction

HSHM has 12 scheduled periods (47 minutes each). In the pullout periods, the ESL teacher serves 20 beginning to advanced ninth grade students in two different literature periods a day, as well as six (6) ninth grade and four (4) eleventh grade ELLs, all beginning to advanced, in an ESL resource room class.

ELLs in pullout classes need intensive instruction and intervention. Both the literature and resource room classes allow students to gain access to high-interest, lower-level to grade-level classical literature, as well as non-fiction reading materials such as articles from The New York Times that are both multi-culturally relevant and age appropriate. Students engage in project-based learning with an emphasis on creativity, writing, and oral presentation in conjunction with readings, which encourages the use of higher-level thinking skills. Students practice all four ESL modalities including speaking, listening, reading, and writing, through the use of technology, literacy interventions, research, oral presentation, and journal and essay writing.

Lessons from the pull-out ESL literature class are aligned to New York State ESL and ELA standards, and the curriculum mirrors the standard ELA curriculum at the school. Similar short stories, novels, and projects will be used in both 9th grade literature classes, and ELLs will read and engage in project-based activities based on selections that include "The Most Dangerous Game," by Richard Connell, Down These Mean Streets, by Piri Thomas, and Romeo and Juliet, by William Shakespeare. Students will also be attending performances throughout the year that will enhance their understanding of these texts.

b. What are the program models?

The classes often travel together in groups because ELLs are integrated with monolingual students. For example, ELLs are often placed in the same class with native English speakers. Other times, ELLs are separated from native English speakers for pull-out literature and resource room classes.

The pull-out classes are graded, containing students from the 9th-12th grades (between beginner to intermediate proficiencies). In most classes, ELLs are heterogeneous, or mixed in proficiency levels, within all the classes.

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.

The principal is intimately involved in the scheduling process. NYSESLAT scores influence the schedules students have and help to ensure students are provided with their mandated instructional minutes. Next, the guidance staff along with the ESL teacher verify that all students entitled to receive mandated ESL hours review student programs to ensure that the minutes are appropriately allocated.

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.

a. What are the organization models (e.g., Departmentalized, Push-In [Co-teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specialize the length of time, group, and plans for moving these students into a push-in model.

In the Freestanding ESL program model, students receive ESL and ELA support for mandated service minutes that includes access to

the content areas, such as social studies, math, and science.

One way in which content area development is supported is when ELLs engage in project-based learning, which may include the creation of PowerPoints or the use of computer applications. Therefore, lessons in English literature, for example, can be merged with content area standards in mathematics, science, and technology. In a recent project with ELLs, we used Google SketchUp, a Computer-Aided Design (CAD) program, to enhance student understanding of literature. Each group composed a map based on evidence in the text for the story "The Most Dangerous Game," by Richard Connell, and furthermore, explained their work process in an oral presentation.

At HSHM, students are required to participate in several oral presentation projects annually. Students synthesize their own meaning from the text, while enhancing each presentation with multicultural, geographical, historical, scientific, and mathematical features. As a requirement for each project, ELLs are encouraged to extend their thinking beyond the text, and to talk about their own lives in relation to the text. ELLs are encouraged through project-based learning to make text-to-text, text-to-self, and text-to-world connections. The certified ESL teacher provides background and technical information, helps the student to improve research skills, directs and facilitates each project, and scaffolds the writing process using graphic organizers and other techniques.

During pull-out resource room and afterschool ESL classes, articles from The New York Times are used to teach current events and to explore topics including social justice, multiculturalism, and education. Statistics and mathematics are often discussed in relation to matters regarding social issues such as global education, socioeconomic, and college readiness. Also, two software literacy interventions are employed in both resource room and afterschool classes, including "Tell Me More," a web-based computer program that helps to increase English conversational and listening proficiency, and Achieve3000, a reading and writing intervention that delivers newspaper articles on a variety of non-fiction topics from K-12 reading levels. Aligned with state ELA, ESL, and content-area standards, including social studies, geography, science, and mathematics, Achieve3000 provides leveled Associated Press news clips, along with multiple choice and writing activities, to motivate all levels of readers. The program helps students to prepare for standardized tests, including the English Regents Exam. ELLs and are exposed to high-interest content at a differentiated reading level when participating in the program 2-4 times weekly.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

In terms of SIFE students, we would plan lessons in Basic Interpersonal Communication Skills (BICS) and vocabulary, multicultural awareness, academic language, and overall adjustment to school and life in the United States, among others. SIFE students may also need extra instruction in literacy, including explicit teaching of the English alphabet, phonics, and basic English reading skills. With SIFE students, we also sometimes work on basic to intermediate mathematics skills, whenever necessary. Total Physical Response, or TPR, in which students perform actions based on written and spoken commands that are modeled by the teacher, are very effective with both SIFE and newcomer students.

Technology, such as the computer program "Tell Me More," will be used with newcomer SIFEs with elementary knowledge of English. SIFE students may create PowerPoints for oral presentations based on literature, culture, and their own lives, along with other students who speak the native language, and facilitation through the ESL teacher.

Teaching techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in collaborative projects that exercise all four ESL modalities, and that scaffold content-area literacy, while building English language skills. SIFE students are often behind in academics, but can learn content material with modifications and scaffolds. SIFE students will have access to higher-level learning through writing personal essays, through reading high-interest, low-level nonfiction and literature. SIFE students will engage in projects involving technology and the arts.

Afterschool programs, employing technology such as Achieve3000 and project-based learning, are available to all ELLs.

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 ELLs.

Newcomer students with less than 3 years of service vary a great deal in their English language skills, depending on the strength of literacy in the native language, and prior background in the English language. For example, a student with 3 years of ESL service may read at a third grade level in English, while another ELL may read at a fifth grade level. Therefore, at HSHM, we aim to differentiate instruction for the student, meeting the pupil at his or her level.

For example, some newcomers may need similar interventions as SIFE students. Since newcomers may know little, if any English, they need to develop conversational and survival English, as well as basic vocabulary, phonics, and academic language. Teachers need to help ELLs to build and use oral expressive language, and focus on activities that employ listening, reading, and writing skills, before the students can even go onto the next challenging step: reading to learn in content area classes. Newcomers also need help in adjusting to living in a new country and culture, not to mention new classes, in a variety of subjects—all in English! Therefore Native Language Support (NLA) from dictionaries, visuals, and whenever possible, comparison of English vocabulary and grammatical structures to the native language, is helpful to newcomers.

On the other hand, some newcomers accelerate in conversational language very quickly and may already be integrated into content area classes. In this case, the newcomers still require a great deal of support from all teachers. Both content area and ESL teachers need to activate existing schema through visual, auditory, tactile, and multimedia aids. More specifically, newcomer ELLs should receive a high quality education that focuses on higher-level thinking skills. Newcomers should receive opportunities to express themselves, primarily in speaking and writing, at every opportunity through daily interactive journals and project-based learning. Technology, such computers, digital cameras, and Smart Boards can help to engage new learners, and provide visual, auditory, and tactile content to enhance lessons. Furthermore, programs such as “Tell Me More,” website translators, word processors, and PowerPoint can help students to learn new words and phrases in English, as well as to create multi-media presentations to showcase learning in the classroom. Moreover, portfolio assessments are more helpful in understanding the progress of a newcomer more than standardized tests results—they show progress based on objective, as well as subjective, measurable goals.

After school programs, employing technology such as Achieve3000 and project-based learning, are available to all ELLs and Former ELLs.

c. Describe your plan for ELLs receiving service 4 to 6 years.

HSHM ELLs in the category of 4-6 years are at a critical period in which literacy must be developed sufficiently to help these students become successful high school graduates, college students, and members of the productive American workforce. At this point, most ELLs are either at the intermediate to proficient levels of speaking and listening, and at the beginning to advanced levels of reading and writing.

ELLs in the 4-6 year category continue to require explicit teaching of literacy strategies, vocabulary, and content to become proficient in academic English. According to University of Toronto Professor Jim Cummins, it takes 1-2 years for ELLs to attain Basic Interpersonal Conversational Skills (BICS), while it takes 5-7 years for students to catch up academically with their peers. Our plan with the 4-6 year group is to 1.) use collaborative strategies (e.g. QTEL) and plan activities that encourage higher-level thinking skills, 2.) explicitly teach academic vocabulary to enhance comprehensible input in the content areas, 3.) allow students to use technology such as Achieve3000 2-4 times a week during class and after school, and 4.) help students to relate to information in a meaningful way through project-based learning, which concludes with a synthesis and application of what students have learned during a thematic unit.

As abilities and skills in English vary greatly, many of the strategies used with newcomers and SIFE students can also be employed to the 4-6 year group.

d. Describe your plan for Long-Term ELLs (completed 6 years).

Long-Term ELLs (LTEs) are often not aware of reading and writing problems because they approximate the conversational English of a native speaker. Therefore, LTEs benefit from explicit instruction in reading, writing, and vocabulary in English and the content areas. LTE's may need more time to review

Long-Term ELLs benefit from explicit instruction in academic language, as they do not usually lack conversational language. English

composition is often difficult for LTEs, and therefore the use of graphic organizers for with a focus on transitional words may be helpful in the creation of essays.

Since LTEs may read below grade level by 1-3 years or more, they can benefit from high-interest content that has a tailored reading level. Achieve3000, with its level non-fiction, as well as short stories collections customized for reading interventions (i.e. the Burton Goodman 5-Star Series) are helpful in teaching LTEs.

LTEs still can access the content of classical novels through teaching strategies and techniques that include building schema, books on tape, and QTEL strategies.

e. Describe your plan for ELLs identified as having special needs.

ELLs identified as having special needs are also often Long-Term ELLs. ELLs with IEPs will show learning disabilities in both the native language and the second language. Depending on each individual, ELLs with special needs have problems concerning language acquisition, reading and writing fluency, concentration, memory, emotional disturbances, and cognition.

ELLs with special needs require tutoring in small groups and one-on-one time. The Certified ESL teacher works with the special education teacher and content area teachers to deliver lessons that explicitly teach vocabulary and literacy skills, while encouraging higher-level thinking. For the most part, lessons should be very structured, with the use of clear directions and explanations. Native Language Arts may benefit the student through the use of literature and picture dictionaries in the native language and in English, along with visual, auditory, and tactile aids. Furthermore, teaching ELLs with LD may include the use of shorter instead of multi-step directions, graphic organizers, and activities in which peers can help to tutor one another.

ELLs identified as having special needs benefit from all interventions that help SIFE and Long-Term ELLs.

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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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?

5. Describe your targeted intervention for ELLs in ELA, math, and other content areas as well as the language(s) in which they are offered?

Our school pre-teaches vocabulary to ELL students before engaging in mini-lessons and read alouds of novels, short stories, informational texts, and textbook materials. Student learning is differentiated based on their levels, and independent reading is chosen carefully for the correct level.

In ELA, the English teacher and the ESL teacher work together to lesson plan and develop curricula that helps all students in the ELL-inclusive general education classroom understand and interpret grade-level texts. Scaffolds include building schema, creating clearly defined objectives connected to language acquisition, and explicit teaching of vocabulary. In addition, both teachers in the ELA/ESL integrated classroom reduce the student-teacher ratio, and are able to give more small group reading and writing interventions during the school day.

Students in math will receive explicit instruction in Tier III or specialized vocabulary for word problems. They will use graphic organizers, realia, and engage in collaborative activities to enhance their understanding of mathematical concepts with clearly defined language objectives.

This year, the ELL/ELA program focus is on multi-cultural content, essay writing, publishing, and presentation. Multidisciplinary projects involving literature will employ knowledge of the content areas including social studies, math, and science, in conjunction with NYS ELA and ESL standards. Topics including social justice and current events will be frequently revisited in the ELA/ESL classroom.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency for the NYSESLAT?

Many of our Former ELLs – even those who have been tested as proficient for more than 2 years – receive the Achieve3000 intervention, as well as one-on-one attention with the certified ESL teacher in ELA classes. All former ELLs are eligible to attend our after school program.

7. What new programs or improvements will be considered for the upcoming school year?

A number of improvements are being considered for the ESL regular day and after school programs. For example, the ESL curriculum being developed this year has many content-area aspects, touching upon social studies, mathematics and statistics, science, and technology. Achieve3000 is planned as a new part of the ESL curriculum.

We are focusing more on project-based learning this year, asking students to master vocabulary, grammar, content, and concepts through critical thinking and inquiry about leveled high-interest readings, using both prior and background knowledge. Students will produce various products using all four modalities of speaking, listening, reading, and writing. Students will compose essays, author and host PowerPoint presentations, and write on blogs. Students will also participate in activities that involve collaboration, such as the creation of posters, maps, and multimedia.

8. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued this year.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs receive tutoring on an as-needed basis by the Certified ESL Teacher after school 1-2 times a week. Additionally, ASPIRA association provides after school interventions in reading and writing two times a week on Mondays and Tuesdays between 4-5 p.m. Furthermore, all ELLs, former ELLs, and interested students (should there be space) are eligible to participate in the ESL Saturday program, starting January 2011. In the ESL Saturday program, we will focus on college and job readiness, resume writing, narrative essays for college applications, and SAT preparation. Furthermore, literacy skills, as related to discourse, reading, writing, and vocabulary, will be cornerstones in the program. We will use technology such as Achieve3000 to exercise all four modalities in English, and multimedia to create fun projects that reflect student learning and life goals.

All students are eligible to try out and play for our sports teams, which include soccer and basketball (offered in fall and spring).

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

HMHS has a dedicated computer lab of approximately 30 computers. The school also has several mobile carts that all classes share for reading, research, word-processing, and multimedia projects.

Approximately 115 students will benefit from the use of Achieve3000 including ELLs, former ELLs, regular education, and special education students. This technology brings high-interest, non-fiction articles on individualized reading levels to participating students. The program makes it easy for teachers to assess reading levels, and for students to be able to assess their understanding of the reading (multiple choice questions). The Achieve3000 program is used during the resource room period and in after school interventions.

In addition to Achieve3000, the pull-out ESL classes and ESL after school programs will extensively use technology in project-based and collaborative learning, including the creation of PowerPoints for oral presentation, Computer-Assisted Drawings (CAD), and blogs. ELLs may also use the web-based program "Tell Me More" to increase speaking, listening, and reading proficiency in English.

11. How is native language support delivered in each program model?

In Freestanding ESL at HSHM, NLA content is delivered via bilingual dictionaries (books and computerized directories), through visuals, gestures, auditory aids (books on tape), movies, and other sensory media, and through reference to items found in the student's home countries. An elementary knowledge of other languages (Chinese, Spanish) from the certified ESL teacher and other content area educators facilitates in the communication between students and parents. Newcomer ELLs will work in groups with other students who speak the same language.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes. Although most of our ELLs read at different levels, even at the lowest reading level, the material we use to teach our students is

high-interest and relevant to high schoolers, and often has a focus on culture, current events, and social issues. With literature selections that focus on multiculturalism and diversity, such as *Down These Mean Streets*, by Piri Thomas, and *A Raisin In the Sun*, by Lorraine Hansbury, the Certified ESL teacher helps to support ELLs by increasing comprehensible input through a variety of ESL methods and teaching techniques. Even the simplest of picture books may be repositories of rich content, which can lead to discussions relating to the students lives. Lessons on content and vocabulary based on these books can lend themselves to projects that push the learner into greater self-expression, analysis, and application of English within the four ESL modalities.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

We do not have any programs to assist newly enrolled ELL students before the beginning of the school year.

14. What language electives are offered to ELLs?

Italian class is a language elective offered to ELLs and all other students in the 11th grade.

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)?

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.

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?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personal of the school. (Please include all teachers of ELLs.)

During the 2008-2009 school year, the ESL teacher attended a number of professional development sessions including QTEL: Building the Base, Demystifying ELL Data, and Differentiating Reading and Writing for Middle School. She continued to attend more professional developments, including those related to bilingual education, writing, and technology, throughout the 2009-2010 school year with BETAC at Fordham University. The ESL teacher will continue to attend BETAC PDs throughout the year. ELA teachers will attend QTEL seminars and other professional developments related to reading and writing, and preparing ELLs for standardized tests, including the NYS Regents. In-house ELL PDs hosted by the certified ESL teacher will also be available throughout the year.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The certified ESL teacher teaches a resource room class, which focuses not only on acquisition of English reading, writing, conversational, and listening skills, but upon topics such as education, social justice, multiculturalism, and college preparedness. The resource room class is a cross between advisory and a small-group literacy intervention. In addition, adjustment to high school, including respect of self and others, mental health, and drugs and alcohol are only a few more of the topics to be covered over the school year in addition to reading and writing interventions.

3. Describe the minimum 7.5 hours of ELL training for all the staff.

Certified ESL Teacher has already attended:

QTEL: Building the Base – 37.5 hours

Demystifying ELL Data – 22.5 hours

4-Day Writing Workshop for ELLs – 30 hours

Achieve3000 Training between 2009-2010=28 hours

Bronx BETAC PDs (including LD ELLs, Part 154/LAP training, technology)

LAP Training for Administrators from OELL – 3 hours

ELA and Content Area Teachers

Content area teachers will attend at least one ESL PD regarding ELL literacy or math instruction within the next two years.

Parental Involvement

1. Describe parental involvement in your school, including the parents of ELLs.

ELL parents are invited to attend ELL events. One was in attendance of a PowerPoint Autobiography presentation given at the end of the last school year. Others have observed their children in after school classes.

ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to

talk with the ESL teacher about progress and goals for the student.

ELL parents are invited to attend parent-teacher night conferences, PTA meetings, and other conferences. An Achieve3000 training will be held this year for all participating student families if there is any parental interest.

2. Does your school partner with other agencies or Community Based Organizations to provide workshops and services to ELL parents?

During the 2010-2011 school year, HSHM will partner with ASPIRA to provide workshops and services to ELL parents as well as services such attendance and drop out prevention.

3. How do you evaluate the needs of parents?

We evaluate needs of parents through surveys and questionnaires in both English and Spanish.

4. How do your parental involvement activities address the needs of the parents?

The activities are based on parental interest gathered from surveys and questionnaires in both English and Spanish.

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)										1				1
Intermediate(I)										6	8	10	2	26
Advanced (A)										12	5	3	1	21
Total	0	0	0	0	0	0	0	0	0	19	13	13	3	48

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

	I												3	
	A									8	4	3		
	P									11	11	6	3	
READING/WRITING	B									1				
	I									6				
	A									12				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	11	25	3		39
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	8		21		12		1		42
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	11		25		4				40
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	18		22		1				41
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	6		2	
Math	27		15	
Math	1		1	
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	14		8	
Physics				
Global History and Geography	15		7	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government	6		3	
Foreign Language	10		10	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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								

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.

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.

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		

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) 9, 10, 11, 12 **Number of Students to be Served:** 51 LEP 332 Non-LEP

Number of Teachers 26 **Other Staff (Specify)** 2 Guidance Counselors

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, 2008 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 (in Two Way Bilingual Education/Dual Language program) and 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.

~~ELL teachers will attend QTEL seminars and other professional developments related to reading and writing, and preparing ELLs for standardized tests, including the NYS Regents. In house ELL PDs hosted by the certified ESL teacher will also be available throughout the year.~~

The ELL Saturday language instruction program is aimed to increase English language skills in the four modalities of speaking, listening, reading, and writing for the purpose of increasing academic language skills, to prepare students for Regents exams, and to promote college and job readiness.

Section III - Title III Budget

School: M296 High School of Hospitality Management **BEDS Code:**
 HSHM is dedicated to fostering an environment of academic excellence leading to college readiness. Therefore, we would like to provide a program available to the population of 51 ELLs at the school. Starting from January 8, 2010 and ending April 30, 2010, the program will meet on Saturdays, approximately 11 times. ELLs in grades 9-12 will be served for three hours from 9 a.m. to 12 p.m. during the ELL Saturday Program. **Allocation Amount:** ELLs will have classes in vocabulary, personal/college essay and resume writing, introduction to the SAT, and the college application process. In addition, they will do activities on the web-based literacy program Achieve3000. At the end of the program, students will create a presentation that demonstrates what they have learned about process of applying to colleges and requirements for graduation. In a final presentation, students may also present personal essays created in the program.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) The service providers for this program will be Certified ESL teacher Karan Lee, and another qualified General Ed/Certified ESL teacher at the school. The teachers will plan together for one hour before classes start at 8 a.m. and work together to differentiate instruction in the classroom. Per session The teachers will then debrief for 30 minutes after the end of classes. We will be using the co-teaching model. For example, as one teacher leads a discussion in vocabulary, another will lead a lesson in writing, with both teachers helping students individually and in small groups during activity time. If this class becomes popular (e.g. more than 30 students), it is possible to break up the classes into subjects to serve the needs of the students in smaller groups (i.e. curriculum development contracts: SAT with ESL teacher, 1 hour writing with General Ed ELA teacher, then they switch, etc.). In total, the teachers will work 4.5 hours each Saturday session (4.5 hours X 2). The program will require approximately 98 hours of teacher per-session at	\$4,889.22	98 hours of per session for ESL teacher and General Ed/Certified ELL teacher to support ELL Students in Saturday After School Program: 98 hours x \$49.89 (current teacher per session rate with fringe) = \$4,889.22
Supplies and materials Total of 11 sessions, costing \$4,889.22. - HSHM has purchased 100 licenses for the web-based literacy program Achieve3000 (November 2010-June 2010; approximate cost \$10,106)	\$4,889.22	program Achieve3000 (November 2010-June 2010; approximate cost \$10,106)
Educational Software (Object Code 199) Additional reading instruction materials must be clearly tested activities consist of standards-based English, ELL, and content-area learning objectives. Thirdly, the program's assessment capabilities and its capacity to deliver non-fiction reading and writing activities from levels K-12, makes the program invaluable in differentiating to ELLs from the categories of 0-3 years service, 4-6 years, Long-Term, SIFE, and special education. Furthermore, through parent accounts, ELL families will be provided information about student reading and writing progress, as well as the opportunity to read and discuss articles at home in both English and Spanish. Finally, HSHM plans to offer the TeenBiz3000 intervention 2-4 times a week during resource room, Saturday after school, and as a	\$10,106	Achieve3000 for resource room and after school program for 100 students. (Shop#OE Number 80000129X)
Other network assignment and/or class work assignment in ELA.		
TOTAL		\$14,995.22

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.

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

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 school has achieved an effective system of written and recorded oral translation. The staff has trained school aides that translates all written communication to Spanish. For languages other than English or Spanish, the school utilizes vendor services to provide appropriate translation. We have also established a system to communicate orally to parents in Spanish using our electronic voice messenger service.

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.

While we have achieved strong systems with written and oral communication, the team recognized that we need to create a more sophisticated method of translation for parent meetings and parent events.

Part B: Strategies and Activities

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.

In house translation services for written communication in the Spanish Language by trained staff

External vendor use for written communication in languages other than Spanish

Purchasing of software and electronic equipment to provide translation services at meetings and parent events

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 interpretation is currently provided by internal staff for Spanish speakers. We are currently purchasing software and electronic equipment to improve the quality of translation for the Spanish language, as well the inclusion of languages other than Spanish

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>.

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:	240,278	72,471	312,748
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,402	725	3,127
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,563	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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.

SCHOOL-PARENT COMPACT

The High School of Hospitality Management and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The High School of Hospitality Management will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- Our staff will meet as grade teams and department teams, on a weekly basis, for study groups to discuss professional texts. Through collaboration, the teachers will learn new approaches to develop their teaching strategies and remain with the new standards.
- Teachers on each grade level/subject area will follow a curriculum guide which was developed by appropriately licensed classroom teachers, using State Standards as a guide.
- Teachers will use assessments to plan and differentiate instruction according to their students’ needs. Our students will be instructed within their closest academic developmental level.” Academic intervention will be provided to support the struggling students.
- The students will be given many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, science labs, access to technology (laptop computers, etc.
- Teachers will explore project based, inquiry and experiential learning to access different student learning styles.

Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

- Parent-Teacher Conferences will be held after the first Marking Period of each semester.

Provide parents with ongoing reports on their children’s progress. Specifically, the school will provide reports as follows:

- Official report cards will be distributed at the end of each marking period; in October, November, February, March, April and June.
- Parents will be provided access to ARIS and SnapGrades as a means of monitoring their child’s performance and progress.
- Individual Guidance Conferences will be scheduled with at-risk students

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parents can request to see a teacher through e-mail (Snapgrades) or the guidance counselors. The teacher will provide students/parents with convenient times when they can meet throughout the school year.
- The school’s Youth Development Team and the Principal have an open door policy.

Provide parents opportunities to participate in their child’s class, and to observe classroom activities, as follows:

- Curriculum Conferences will be conducted in October by classroom .
- Parents will be invited to participate to events that celebrate culmination projects at the end of each semester.

- Staff will present pertinent curricula information to parents as follows: Instructional focus at monthly PTA meetings and Parent Workshops on the college application process, applying for financial aid, etc.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

Supporting my child’s learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school
- monitoring attendance
- talking with my child about his/her school activities everyday
- scheduling daily homework time
- making sure that homework is completed
- communicating with my child’s teachers regarding their class progress
- monitoring my child’s progress through online grading
- Promoting positive use of my child’s extracurricular time;
- Participating in school activities on a regular basis
- Staying informed about my child’s education Encouraging my child to read everyda
- Helping my child accept consequences for negative behavior;
- Being aware of and encouraging my child to follow the rules and regulations of the school and district;
- Supporting the school discipline policy

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Come to school prepared
- Listen and follow directions
- Work with our teachers in order to meet grade level goals
- Be honest and respect the rights of others;
- Follow the school’s rules of conduct;

- Follow the school’s dress code
- Actively participate in learning
- Maintain a student account on snapgrades

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.

Based upon a review of the school’s progress reports and quality reviews for the past two academic years, the school leadership team determined that the school was in need of a strong youth development department which is comprised of a Guidance Counselor to focus on the lowest performing third of all four grades; as well as a Social Worker to focus on youth development challenges that are affecting our lowest performing third. We also determined that a more formalized credit recovery system needed to be established for students in the areas of algebra and global studies. These areas also required additional coaching and professional development opportunities.

The team also decided that we would increase parent involvement through student celebrations and academic initiatives that aligned the parent and pedagogical community.

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.

The school SBO'd and folded in the 37.5 minutes of instructional time into the school's academic day. The academic day is therefore extended and every student has the opportunity to gain additional academic support through advisory and study hall. Tutoring is available before and after school daily.

The school has modified the schedule to increase the amount of instructional time throughout our scope and sequence so that students will have additional support and training as they travel through each Regents examination. Students are offered to participate in a six week "Saturday Academy," which is a 6-week Regents prep program.

The school has entered into a new partnership with the National Academy Foundation that allows us to establish a CTE scope and sequence centering on the Hospitality Industry. Every student will have the opportunity to acquire a "Food Handler's Certificate" and "Hotel Management Certificate" as we prepare them for higher education. They will also participate in industry based internships.

3. Instruction by highly qualified staff.

The scope and sequence of curriculum has been restructured to ensure that students are receiving instruction in all classes from Highly Qualified personnel, who are certified in the specific area of instruction that they are currently teaching.

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.

An internal Math Coach and Social Studies Coach have been assigned to monitor and supervise our credit recovery. We have also purchased a wide variety of software to support students through skill remediation and credit recovery, such as Carnegie Learning and Rosetta Stone.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The SLT has formulated a hiring committee which will interview potential staff members through rigorous interview sessions and demonstration lessons.

6. Strategies to increase parental involvement through means such as family literacy services.

The team decided to initiate an intense movement to increase parental involvement through student celebration and explorative academic initiatives, and partnerships with cultural organizations.

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.

n/a

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.

There are weekly staff development sessions on Wednesday to discuss the achievement of students via grade, department and staff team meetings. These sessions include Town Hall meetings that allow teachers to voice a structured opinion about the movement of students and curriculum development.

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.

The school has an advisory program, study hall, tutoring before and after school, and credit recovery programs. All programs are supported by coaches and lead teachers focused on moving our lowest performing third forward.

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.

Partnerships have been established with the National Academy Foundation, the American Place Theatre, Peer Health Exchange, ASPIRA and Hunter College to support students.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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			
Title I, Part A (ARRA)	Federal			x			
Title II, Part A	Federal			x			
Title III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local			x			

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.

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: In Good Standing **SURR³ 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.

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.

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

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>

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.)

There are 6 students assigned to temporary housing

2. Please describe the services you are planning to provide to the STH population.

Counseling to assess and provide students with basic needs in order to maintain attendance in school

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

School Name:	High School of Hospitality Management					
District:	2	DBN:	02M296	School		310200011296

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		80.1	82.9	82.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	116	115	115				
Grade 10	101	120	100				
Grade 11	82	80	107				
Grade 12	90	71	68				
Ungraded	0	0	0				
Total	389	386	390				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	95.8	98.3	98.1

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	74.5	66.7	68.3

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	1	10	8

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	10	11	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	17	13	12	Principal Suspensions	2	9	58
# in Collaborative Team Teaching (CTT) Classes	15	27	48	Superintendent Suspensions	3	13	8
Number all others	16	17	12				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	30	31	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	1	4	4
# receiving ESL services only	28	41	TBD				
# ELLs with IEPs	3	4	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	1

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
	11	10	34	% fully licensed & permanently assigned to this school	100.0	100.0	95.8
				% more than 2 years teaching in this school	30.0	48.4	56.0
				% more than 5 years teaching anywhere	46.7	35.5	48.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	84.0	84.0
American Indian or Alaska Native	0.3	0.0	0.0	% core classes taught by "highly qualified" teachers	81.1	93.6	94.6
Black or African American	34.2	32.1	29.5				
Hispanic or Latino	57.6	59.6	63.3				
Asian or Native Hawaiian/Other Pacific	5.4	4.9	5.4				
White	2.6	1.8	1.8				
Male	28.5	29.8	32.3				
Female	71.5	70.2	67.7				

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

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated 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:	v
Science:		Graduation Rate:	v

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**	
All Students				v	v	v	77
Ethnicity							

American Indian or Alaska Native						
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	-
Multiracial						-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	P
Overall Score:	85.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	10.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	20.7	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	52.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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