



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ACADEMY OF HOSPITALITY AND TOURISM AT ERASMUS HALL CAMPUS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K408

PRINCIPAL: ADAM D. BREIER EMAIL: ABREIER@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Adam Breier	*Principal or Designee	
Jack Shvarts	*UFT Chapter Leader or Designee	
Vernice Walters	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Cecily Walters	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Horace Simmonds	Member/Student	
Theodore Hamilton	Member/Teacher	
Delinda Downing	Member/Teacher	
Grace Garofolo	Member/AOHT Administration	
Elicia Julien-Stewart	Member/Parent	
Joyann Bourne	Member/Parent	
Kimaennie Mess	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Improve teacher effectiveness by developing a shared understanding of instructional excellence.

Comprehensive needs assessment

- Formative assessment-based walkthroughs.
- Formal, rated classroom teacher observations.
- NYC Learning Environment Survey responses.

Instructional strategies/activities

- *The DOE identified Danielson indicators of highest impact sections of Charlotte Danielson's Framework for Teaching will be used to articulate clear expectations for teacher practice and serve as the focus for teacher development*
 - *Addition of Danielson's Framework for Teaching Rubrics to Faculty Handbook*
 - *Inclusion of Danielson's Framework for Teaching "language" in formal and informal official classroom observations*
 - *Engaging staff and leadership in professional development on the use of Danielson's Framework for Teaching*
 - *Engage in short, frequent cycles of classroom observations that utilize Danielson's Framework for Teaching rubrics as feedback tools for formative assessment of classroom teaching*
 - *Engage teachers in collaborative "Learning Walks" utilizing Danielson's Framework for Teaching rubrics as feedback tools for formative assessment of classroom teaching*

Strategies to increase parental involvement

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruit and hire experienced teachers from Job Fairs as well as solicitation of resumes via Office of Human Resources.

Service and program coordination

- AOHT utilized Federal, State and local services to improve teacher effectiveness by developing a shared understanding of instructional excellence by participating in violence prevention programs such as No PLACE for HATE. Additionally, we provide ongoing professional development through Title I funds in English, science, social studies and mathematics.

Budget and resources alignment

- Our School Conceptually Consolidates our funds to maximize budgetary benefits to support our efforts to improve student achievement.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- In order to increase effectiveness through the use of data, all teachers will meet in teams to engage in inquiry of current student work to understand the steps needed to reach the level of performance that the Common Core demands

Comprehensive needs assessment

- Current statistics of student success as per the current expectations as set by the NYS Dept of Ed as evidenced through the exams as created by the NYS Board of Regents – do not match the expectations set by CCSS and the assessments that will accompany those standards.

Instructional strategies/activities

Teachers will meet during period 4 on Fridays, as well as on alternating Mondays during after-school common meeting times, to participate in structured, collaborative inquiry. Teachers will:

- Examine current student work looking for alignment to this work, its evidence of rigor, and alignment to CCSS
- Identify gaps in student learning
- Use aforementioned information to inform future teaching effectiveness

Strategies to increase parental involvement

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruit and hire experienced teachers from Job Fairs as well as solicitation of resumes via Office of Human Resources.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Our School Conceptually Consolidates our funds to maximize budgetary benefits to support our efforts to improve student achievement.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Algebra students will engage in a CCLS aligned task that requires them to demonstrate their ability to model with mathematics .

Comprehensive needs assessment

- Steady increase in NYS Regents Exam pass-rate statistics – though not comparable to studies conducted of CCSS as well as the new PARQ exams that will replace the NYS Regents Exams in mathematics. This work will prepare students for those future, higher expectations

Instructional strategies/activities

- Teachers will implement a CCLS “task bundle” that incorporates CCLS mathematical practices
- Teachers will collaboratively develop and implement strategies to support student learning in explaining each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution
- Teachers will provide students with opportunities to solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise
- Teachers will engage in professional development focused on examining and assessing student work

Strategies to increase parental involvement

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruit and hire experienced teachers from Job Fairs as well as solicitation of resumes via Office of Human Resources.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Our School Conceptually Consolidates our funds to maximize budgetary benefits to support our efforts to improve student achievement.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- To improve students' credit accumulation.
 - 60.3%, a 3% increase from the 2010-2011 school year, of students in their 3rd year will earn 10 or more credits.

Comprehensive needs assessment

- Data on student credit accumulation as per AOHT Progress Report.
- Scholarship reports as per STARS/HSST
- Preparation of senior class of 2012-2013

Instructional strategies/activities

- Professional Development of teachers on alternative methods of instructional management in order to meet the needs of at-risk students.
- Perpetuation of "Credit Recovery Coordinator" position
- Regular guidance intervention planning sessions
- Inclusion of students other than those in their 4th year in "Kid-Talk Intervention" measures
- Assemblies/meetings with students and their parents to discuss credit accumulation issues
- Continued use of Snapgrades for consistent notification as to student progress
- Advisors will be notified on weekly basis as to their "advisees" progress

Strategies to increase parental involvement

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruit and hire experienced teachers from Job Fairs as well as solicitation of resumes via Office of Human Resources.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Our School Conceptually Consolidates our funds to maximize budgetary benefits to support our efforts to improve student achievement.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	0	77	13	1				
10	25	14	3	7				
11	0	9	1	11				
12	0	13	1	10				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	AOHT has the services of college educated writing tutors in sections of all levels of English classes. Additionally, the English inquiry teacher teams meet weekly to review student work of the lowest 3 rd of students with the aim of improving student out comes. The English teachers are working with Colombia University professional developers to infuse the new Common Core Standards into the English curriculum maps.
Mathematics	All freshman students are programmed for a three semester Integrated algebra class. During their entire first year they are scheduled for a double period of math instruction. . AOHT funds AUSSIE professional developer who also provides direct instructional services to students. Kaplan professional developers were employed to provide direct services to students as well as professional development for teachers in effective test taking strategies. A GMath class has been established for all students who have failed the integrated algebra Regent. It is held Tuesday, Wednesday and Thursday during 4 th period lunch. Lunch is provided in the classroom.
Science	Remedial and make-up opportunities are afforded students by the science teachers during fourth period. Additionally the science inquiry team are focusing on lower third students and providing one on one tutoring to the identified students
Social Studies	A GGlobal class has been established for students who have failed the Global Studies Regents. It meets three days every week and is reflected in the students program. A GUSHISTORY coded course has been created specifically to helpAdditionally AOHT funds a professional developer from AUSSIE for social studies.
At-risk Services provided by the Guidance Counselor	Both the Freshman/Sophomore and Junior/Senior counselor provide at risk counseling after school. Additionally, Safe Horizon, a community based organization provides at risk counseling for students during and after school. Additionally, AOHT has a relationship with Lutheran Medical Center which has a clinic on premises. Lutheran employs a MSW who provides at risk counseling.
At-risk Services provided by the School Psychologist	

At-risk Services provided by the Social Worker	
At-risk Health-related Services	AOHT has a relationship with Lutheran Medical Center which provides at-risk counseling and at-risk health services.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 17	School Number 408	School Name AOHT
Principal Adam Breier		Assistant Principal Grace Garofolo	
Coach type here		Coach type here	
Teacher/Subject Area Corinne Sabin		Guidance Counselor Kevin Odoi	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Tamika Hardwick	
Related Service Provider type here		Other type here	
Network Leader type here		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	310	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	10.32%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

School: Academy of Hospitality and Tourism

Part II: ELL Identification Process

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

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

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

Prior to the orientation date, phone calls are made to the parents of the new ELLs by Ms. Sabin, the parent coordinator, Ms

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

3. Entitlement letters and program selection:

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

4. Criteria and procedures for programming of identified ELLs:

All of the following determine the programming of identified ELLs:

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

5. The selection trend:

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

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

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

6. Program model: **Check all that apply**

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

Part III: ELL Demographics, Programming and Scheduling Information

1. How is instruction delivered?

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

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

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

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

3. Content areas in the Self-Contained model:

a. The ESL teacher uses a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed

around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, science texts, informational readings, poetry, historical nonfiction, and drama. In addition, Side by Side series is utilized to teach students English across all content areas. Technology is utilized to increase student interest in achievement.

4. Differentiating instruction for ELL subgroups:

a. Instructional plan for SIFE:

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

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

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

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

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

d. Instructional plan for Long-Term ELLs:

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

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

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

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

After-school tutoring is offered by the content area teachers, in addition to the SIFE-Contained ESL classes. Furthermore, ESL students are given continual access to resource materials, including guidance on how to self-monitor and self-motivate their own learning and academic progress. The ESL students at AOHT shares in an advisory twice a week where self motivation and college readiness are emphasis.

6. Continuing transitional support (2years):

Students who have passed the NYSESLAT continue to receive support in their academic classes and on Regents Exams. Tutoring program services are available to these students after school; all teachers who instruct in these programs are certified in their academic fields. In addition, students who have achieved proficiency on the NYSESLAT often come to the ESL teacher for

help when necessary. He helps them [practice writing Regents Essays, as well as their College Now and college application essays. As mandated, once students have passed the NYSESLAT, these former ELLs receive time and a half extensions on Regents exams, for up to two years.

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

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

8. Programs/services to be discontinued and why:

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

9. ELLs afforded equal access to all school programs:

All school programs, including after-school tutoring, sports teams, internships and the Exploring Program are offered to all students, including the English Language Learners.

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

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

11. Native language support:

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

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

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

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

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

14. Language electives for ELLs:

Spanish is offered at the Academy of Hospitality and Tourism.

Professional Development and Support for School Staff:

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

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

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

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

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

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

Parent Involvement:

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

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

2. Partnerships with other agencies or Community Based Organizations:

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

3. Evaluating the needs of parents:

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

4. Parental involvement activities:

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

Part IV (B): Assessment Analysis

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

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

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

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

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	Page 20
75%	
50%	
25%	

ELLs receive the mandated assessment accommodations with the exception of the NYSESLAT, students do not take periodic assessments in their native languages.

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

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

4. N/A

5. Evaluating the success of our program for ELLs:

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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Part III: ELL Demographics

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										9	24	4	1	38
Push-In														0
Total	0	0	0	0	0	0	0	0	0	9	24	4	1	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	5
SIFE	23	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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										
	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	Total
TBE										0
Dual Language										0
ESL	38	23	5							38
Total	38	23	5	0	0	0	0	0	0	38

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

C. Home Language Breakdown and ELL Programs

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

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	5			15
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic										1				1
Haitian										7	4			11

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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.

Paste additional information here

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

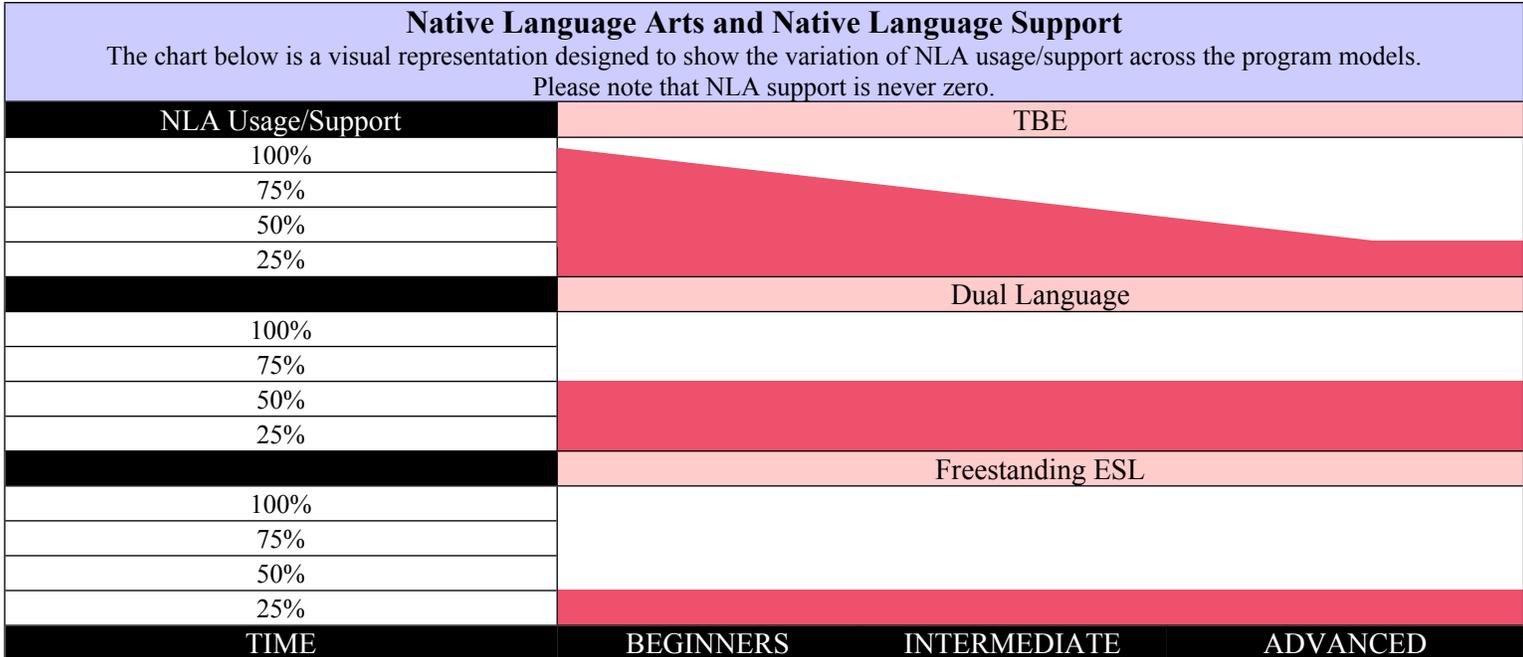
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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



B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

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)?

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D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

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

Paste response to questions 1-4 here

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)										0	3			3
Intermediate(I)										2	6	1		9
Advanced (A)										1	7	0	1	9
Total	0	0	0	0	0	0	0	0	0	3	16	1	1	21

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
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 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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.

Paste additional information here

Part VI: LAP Assurances

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17k408 **School Name:** Academy of Hospitality and Tourism

Cluster: 5 **Network:** 521

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.

Upon registration students are administered the Home Language Identification Survey (HLIS) followed by an informal interview with an with a pedagogue, either the Assistant Principal or guidance counselor. Additionally, immediately after list noticed students are entered into ATS the Home Language Report Summary (RHLA) then the adult preferred language report (RAPL) is run to identify families that might require that school correspondence and phone messenger be made in languages other than English.

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.

Although the majority of families' home preferred language is English, the RAPL is provided to inform teachers regarding parents' preferred languages as well as staff who are available to help them reach out to parents/guardians in an effective respectful manner.

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.

AOHT has two secretaries on staff. Both secretaries have mastered the translation feature in Microsoft word to ensure that routine correspondence is sent out in preferred languages. Additionally, we have enlisted the translation services of an Assistant Principal from another Campus school to translate material when necessary.

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.

We have staff members that speak Spanish and French. When we need translation for other languages, for example, Haitian Creole we outreach to other members of the Campus community . Chinese and French translation is also available through the phone messenger.

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

AOHT has two secretaries on staff. Both secretaries have mastered the translation feature in Microsoft word to ensure that routine correspondence is sent out in preferred languages. We use the DOE translation services for report cards. Additionally, we have enlisted the translation services of an Assistant Principal from another Campus school to translate material when necessary.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: AOHT	DBN: 17k408
Cluster Leader: Debra Maldonado	Network Leader: Dennis Sanchez
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 47 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ELL students benefit by having small group instruction/tutorial services to reinforce and clarify traditional lessons. Consequently we have a Saturday academy as well as an afterschool tutorial program with an emphasis on mathematical and global history enrichment

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Data drives the professional development program at AOHT. Improvement is needed in the major literacy areas of Mathematics and English as well as additional content areas. Additionally our ESL teacher is new to the classroom and thus warrants immediate and ongoing support. ELL teacher: Sent to Fordam for ELL PD; Colombia University provides professional development in both classroom instruction and ELA/ESL curriculum mapping; CUNY Achievement Coach is providing ongoing professional development in ESL as well as ELA task bundle implementation which they turn-key to all content area teachers at monthly faculty and department conferences. CUNY is providing ongoing (once a month) professional development in the Common Core standards to Tier II and Tier III faculty (a mathematics teacher and an ELA teacher). The Tier III faculty turn-key professional development in monthly faculty and department conferences. The mathematics department is receiving support from CUNY's School Support Coordinator in mathematics as well as ongoing support in curriculum mapping and instructional improvement from AUSSIE professional developers. The department has also received professional development in PLATO, an online tutorial service. The ELA and ELL teachers are receiving ongoing professional development in instructional improvement and curriculum mapping. The social studies department has received professional development in curriculum mapping and instructional improvement from an AUSSIE professional developer as well.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Assistant Principals, fluent in Haitian Creole and Spanish, from two other of the Campus schools will provide information sessions three times a semester for 1 1/2 hours. Topics covered will be the grading and credit accumulation and the promotional standards in NYC, financial aid, guidance and counseling availability on the Campus as well as SYEP potential.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		