



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

SCHOOL NAME: HIGH SCHOOL OF HOSPITALITY MANAGEMENT

DBN: 02M296

PRINCIPAL: YVES MOMPOINT      EMAIL: YMOMPOI@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

## 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
Yves Mompont	*Principal or Designee	
Wayne Berning	*UFT Chapter Leader or Designee	
Jamie Ricalde	*PA/PTA President or Designated Co-President	
Yolanda Torres	DC 37 Representative	
Alyssia Gross Jose Roman Michael Walcott Siobhan Chisholm Kayla Gore	Student Representatives	
Cynthia Lucombe	Member/Parent	
Sonya Chisholm-Cherry	Member/Parent	
Kareem Wiggins	Member/Parent	
Damaris Brace	Member/Parent	
Rosa Rosario	Member/Parent	
Bridget Bordiuk	Member/Teacher	
Jennifer Shuman	Member/Teacher	
Leonard Brickel	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval.

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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**

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

By June 2013, the High School of Hospitality Management will demonstrate an increase of a minimum of 3% in the annual attendance rate to reach a sustainable, long-term goal of 85% annual attendance rate.

### **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.

Increasing the school's annual attendance rate to 85% has been a goal for two years. In order to assess whether we were meeting this goal, School Attendance List (RSAL) reports were reviewed and analyzed on a monthly basis by the attendance committee (established in September 2011) in order to develop strategies to increase our attendance rate. Our annual attendance rate was 82.1% for 2011-12, thus prompting this goal to remain for 2012-13.

### **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) key personnel 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.

1. Attendance committee. The committee is comprised of one teacher from each grade level and the guidance counselor. The role of the attendance committee is to monitor student attendance by reviewing attendance reports from teachers and ATS on a bi-weekly basis. After reviewing the reports, attendance committee teachers conduct outreach to parents of students with a pattern of absences via phone calls, email messages, and letters. Meetings are setup with the guidance counselor to resolve the issues. The attendance committee also develops strategies for improving attendance including teacher-student buddies and incentives. The attendance committee has been meeting once a month since the beginning of the school year. The team will review the strategies implemented, such as teacher-student mentoring and attendance recognition events, at the end of the fall semester and re-strategize for the spring semester.

2. The school social worker, guidance counselor, attendance teacher, and school aide meet weekly to discuss students with severe attendance problems. The group monitors 407 cases, schedules home visits by attendance teacher, meets with students and makes weekly parental contact.

3. ENACT. We will continue to work with ENACT because they use a social-emotional approach in order to understand the root causes of students' attendance issues. Through drama therapy, they assist students in identifying and understanding the reasons for their attendance issues and they help the students develop strategies to improve their attendance and academics twice a week during the school day, as well as twice a week after school for tutoring. ENACT works closely with the 9<sup>th</sup> and 10<sup>th</sup> grade counselor and teachers. The staff also conducts home visits. The program was implemented in September 2010. ENACT meets monthly with the principal to discuss progress.

4. JupiterGrades. The school has been using Jupitergrades.com for the last three years. This online software provides grading, attendance, and discipline reporting tools for all of our teachers. Through JupiterGrades, parents have immediate feedback about their students' academic progress and behavior. Last year, the teachers and the administration decided to use the system to record attendance. Parents get immediate attendance notices if their children are absent and/or late to class via text and/or email. Parents and students still receive phone calls as well. Jupitergrades has been in use since September and will continue to be used throughout the year.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent Meeting with ENACT - The on-site staff members of ENACT will conduct two workshops for parents in order to introduce them to the philosophy of the organization and the drama-therapy techniques they use to understand the rationale behind students' low attendance and the strategies they use to improve students' attendance.

Spring Parent Workshop Series will provide parents with information about college planning, Regents Prep and summer opportunities.

The "in-house" administrator of Jupitergrades will conduct workshops for parents designed to familiarize them with using the system to monitor attendance and academic performance from home. The workshops will occur on Freshman Orientation Night, Curriculum Night, and during the fall and spring Parent Teacher Conferences. Parents will receive letters, flyers, emails and phone calls about the workshops.

The school's phone messenger service will provide daily alerts of absences for parents.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy     X  Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     X  Grants    \_\_\_\_\_ Other

If other is selected describe here: United Way Grant

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

1. Title 1 funds will provide for our youth development personnel (Guidance Counselor, Social Worker) who directly work with students regarding attendance.
2. A part time attendance teacher has been provided by the CFN to monitor 407 cases and conduct home visits.
3. A grant managed by the United Way will provide funds for our CBO "ENACT" to conduct outreach to 50 our 9<sup>th</sup> and 10<sup>th</sup> grade students who have a history of inconsistent attendance.

## **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**

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

By June of 2013, the High School of Hospitality Management will increase its students' post-secondary readiness as measured by the Department of Education matrix for college readiness and the school's own measure of career readiness. The school will also increase students' participation in co-curricular and extra-curricular activities that promote social development.

### **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.

This need was identified based on review of progress report data provided by the Department of Education, Regents data for Algebra and English, enrollment data and Regents scores for Chemistry, and enrollment data for College Now. Students should be academically and socially prepared in order to be successful in college. While a majority of our students are earning passing scores on the English and Integrated Algebra regents particularly, fewer than 20% are earning a score of 75 or higher, which is the college readiness score identified by the New York City Department of Education. Further, a review of students' college applications revealed a lack of social involvement through extra-curricular and/or volunteer activities.

### **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) key personnel 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.

In order to meet this goal, the High School of Hospitality Management has implemented the following academic development initiatives:

1. All students in the school will be introduced to the Common Core Learning Standards by completing two culminating tasks in Math, English Language Arts, Science, Social Studies, Art, Physical Education, and Career Technical Education courses. The students' products will be examined and evaluated by the respective departments in order to determine the students' strengths and areas in need of improvement. The results of this review will be used to develop instructional strategies to align the curriculum to the CCLS. Alignment with the CCLS is crucial to develop students' skills as critical readers/thinkers/writers, capable and strategic users of technology, and independent and culturally aware learners.
2. The school will utilize an inquiry model to identify instructional strategies for the lowest performing students. The model will be implemented across grade, department and CEP teams. Each of these teams was established in September of 2012 as a means of addressing key areas of need across the school. CEP teams support the school's mission by focusing on areas such as attendance, career readiness, youth development, and technological innovations. The effectiveness of the strategies developed and implemented by the teams are assessed and adjusted at the end of pre-determined cycles by each team, and the administrators who each assume responsibility for specific teams. Ultimately, our goal is to help students become college and career ready by the time they graduate from our school.
3. Empower3000 is an online program that utilizes research-based practices to help students develop their reading/writing skills. The High School of Hospitality Management will continue to use Empower3000 to improve reading comprehension skills of our English Language Learners because of the successes we experienced last year, specifically 25% of our ELL students tested out of ESL. According to Empower3000 literature, students who use Empower3000 with fidelity (defined as twice a week minimally) increase their reading levels by one to two grades per year. The use of Empower3000 to develop students' reading skills,

combined with the rigorous curriculum they receive in their content area classes, will help ESL students be college ready by the time they graduate from the High School of Hospitality Management.

4. The High School of Hospitality Management was accepted into the iLearnNYC Initiative. We offer a range of online learning opportunities including credit intervention and enrichment programs. Selected students attend online classes five times a week in school to work on the program. The Dean, the I-Zone Coordinator, and the Assistant Principal monitor the level of activity and the progress of the students on a weekly basis and conference with them as necessary. The program will be evaluated at the end of the fall and spring semesters. Online courses allow students an opportunity at a timely graduation while developing their independent learning skills, an invaluable skill on their journey to post-secondary life.

5. The High School of Hospitality Management will implement Certiport in Spring 2013. Certiport provides online curriculum and test materials that lead to Microsoft Office Suite Certification. By the time students graduate from the High School of Hospitality Management, they will be certified, expert users of Microsoft Word, Powerpoint, Excel and/or Access. These certifications will make them college and career ready.

6. The High School of Hospitality Management also offers a six-week after-school/Saturday Regents Prep Program before January and June Regents in order to help students prepare for the tests. Teachers are also available for morning and/or lunch tutoring as necessary. The effectiveness of the prep program is evaluated after each Regents. The purpose of the tutoring is to help students strengthen their skills in the various subject areas in order to build a strong knowledge base that will enable them to be successful members of a literate society.

7. In an effort to prepare students for the professional world, the school continues its partnership with the National Academy Foundation. NAF provides a Hospitality Management curriculum as well as work-based experiences for students through visits to various corporations, job shadowing activities, and internships. The school also continues its partnership with Virtual Enterprise. Virtual Enterprise is a two-year Career Technical Education program that provides the students with the opportunity to create and manage a business virtually. Through Virtual Education, the students have increased access to early college opportunities through College Now at CUNY, Passport to Success at Monroe, and many other such opportunities. The early college opportunities will enable students to experience college-equivalent courses and content. The work-based opportunities will afford students the opportunity to experience real corporate life, which will provide them with invaluable insights on expected career behaviors and values.

In order to meet this goal, the High School of Hospitality Management has implemented the following social development initiatives:

#### **1. Advisory programs in 9<sup>th</sup> and 10<sup>th</sup> grades**

The purpose of the advisory program in 9<sup>th</sup> grade is primarily to develop strong learning habits in our students as they adjust to high school and begin to prepare for college. The students are divided into groups of 18 or fewer. They meet on a daily basis with advisors who help them to develop organizational, study, communication skills, as well as promote overall health and wellness in order to be successful.

The 10<sup>th</sup> grade advisory program helps to develop students' understanding of cultures and diversity. The 10<sup>th</sup> grade advisory also continues to build on college prep through researching college admission requirements, college visits, guest speakers, financial aid workshops, etc.

#### **2. Clubs/Learning Communities in 11<sup>th</sup> and 12<sup>th</sup> grades**

In 11<sup>th</sup> grade, students participate in Drama, Music, Culinary, and Event Planning four days a week during the school day. This allows students the opportunity to plan and implement various trips, activities and events that take place during the academic year.

#### **3. Extra-Curricular Activities**

The High School of Hospitality Management offers several after-school extra-curricular options including New York Young Runners' Club, College Now, Reading Club, Acrylic Paint Club, Photography Club, Pilates Club, and Google Tech Challenge club.

Extra-curricular activities build students' resumes in anticipation of the college application process and career entry, by developing their social intelligence, and providing students with an opportunity to explore and develop their creative selves.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The new initiatives are introduced to parents via written communication. Parents are also advised of these activities through letters, monthly calendars, phone calls, and Jupitergrades email. Parents are also invited to college planning and financial aid workshops, open houses and curriculum nights.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  1. CFN 405 has provided many professional development opportunities for our staff to familiarize them with the content and expectations of the Common Core Learning Standards and supporting our students with special needs. This has included on-site training and Common Core institutes for each subject area,
  2. The school has partnered with Peer Health Exchange to provide health instruction to students in 9<sup>th</sup> grade.
  3. The school has a partnership with Kingsborough Community College for College Now courses in order to provide students with an opportunity to earn college credits, experience college equivalent coursework, and potentially save on college attendance cost.
  4. OTPS allocations will be utilized for partnerships, trips, Jupiter grade reporting, and teacher development workshops.

### **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**

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

By June of 2013, the High School of Hospitality Management will increase the percentage of students earning a score of 85 or higher on the Comprehensive English Regents

#### **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.

A review of the 2011-12 Progress Report revealed 26% of students scored a 75 or higher on the English Regents. According to CUNY, New York State Department of Education and New York City Department of Education literature, students who score a 75 or higher in ELA are less likely to have to take remedial courses in college.

#### **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) key personnel 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.

The High School of Hospitality Management has implemented the following strategies in order to meet this goal:

1. Frequent formative assessments: Teachers utilize more frequent formative assessments in order to understand what students are learning.
2. Culminating Project/Assignment: Teachers utilize two culminating assignment/project (CCLS culminating tasks) to allow students to demonstrate the learning they've acquired in English throughout the year.
3. Departmental teachers collaborate with each other for this goal. The department meets twice a month to review and analyze exam data, mock regents data, acuity data, and student work in ELA in order to develop strategies to achieve this goal.
4. All content areas will implement two Common Core culminating writing tasks (informative and argumentative essay), one in the Fall and one in the Spring.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The new initiatives are introduced to parents via written communication. Parents are also advised of these activities through letters, monthly calendars, phone calls, Parent Association meetings, and Jupitergrades email.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We have a partnership with Young Audiences (formerly American Place Theater) which provides professional development for English Language Arts teachers in order to teach them how to use drama as a tool to help students deconstruct literature and increase comprehension of complex texts.

OTPS allocations will be utilized for partnerships, trips, Jupitergrade reporting, and teacher development workshops

## 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**

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

The High School of Hospitality Management defines Parental Involvement as all interactions with parents whether physical or virtual. By June of 2013, the High School of Hospitality Management will increase parental involvement by 10%.

### **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.

Increased parental involvement was a goal for the 2011-12 school year and remains a prominent goal this year given the significance of parental involvement in helping students succeed. Review of sign-in sheets indicated an average attendance of three parents at PA meetings. A review of the Learning Environment survey revealed that 41% of parents responded to the survey. Review of SLT meetings attendance sheets reveal that four parents attended SLT meetings regularly.

### **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) key personnel 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.

In order to improve parental involvement, a School Affairs committee was created. The committee is comprised of one to two teachers from each grade level. The School Affairs team receives student support through an Event Planning club that meets four days a week. The purpose of the committee is to maintain communication with parents through newsletters mailed to parents. The committee is also responsible for planning and organizing student-centered events (i.e. dramatic performances, award assemblies, curriculum night, etc.) that allow parents to celebrate the achievement of their children and/or receive valuable information about the education of their children.

The High School of Hospitality Management will offer a Spring Parent Workshop Series designed to provide parents with information about college planning, Regents Prep, and summer opportunities. These workshops will also be posted on Jupitergrades for virtual participation. The High School of Hospitality Management will offer Certiport for parents to gain certification in the suite of Microsoft systems. Parents will receive a metrocard for each session. They will also receive a certificate of completion at the end of the program.

Jupitergrades continue to provide up to date information to parents about their children's attendance and progress. Further, this year, progress reports will be emailed to parents three weeks into each marking period.

ENACT will provide two parent workshops for parents throughout the year. The purpose of the workshops is to increase the communication between parents and their students in order to promote healthy relationships. The workshops are communicated through the Parent Association meetings and through mailings, email reminders, and phone calls.

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The High School of Hospitality Management will utilize the following strategies to increase parental involvement:

1. Parent Association meetings.
2. Communication with parents through mailings, monthly calendars, phone calls, and emails.
3. Jupitergrades
4. Certiport workshops relevant to professional development of parents

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

PA meetings will be structured around the theme of "Getting your child ready for post-secondary life." Monthly meetings will feature discussions around college planning, financial planning, communication, and preparing for summer employment. OTPS allocations will be utilized for parent opportunities and events.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Resource Room Achieve300 Regents Prep Academy	Small group and tutoring	During the school day After school Saturdays
Mathematics	Resource Room Regents Prep Academy Peer Tutoring	Small group and tutoring	During the school day Saturdays During the school day
Science	Resource Room Regents Prep Academy Peer Tutoring	Small group and tutoring	During the school day Saturdays During the school day
Social Studies	Resource Room Regents Prep Academy	Small group and tutoring	During the school day After school and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Family counseling Relationship counseling College advising Individual/small group counseling per IEP Related services as specified IEP	One-on-one Small group	During the day as necessary

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

High School of Hospitality Management utilizes various strategies to attract Highly Qualified Teachers, defined as teachers who have earned their master's degree and are licensed in their content area. The strategies include: hiring committee composed of several teachers, two guidance counselors, the dean, the assistant principal and the principal to conduct interviews; multiple rounds of interview for each candidate; meeting with students and demonstration lessons. The school recruits at DOE sponsored career fairs and through the Open Market system.

Staff participates in professional development in order to develop methods and techniques as appropriate to their own classrooms in an effort to increase attendance. Staff participates in professional development for JupiterGrades conducted by the "in-house" administrator of Jupitergrades. The grade team leaders developed the protocols for appropriate use of Jupitergrades together over the summer and they monitor the implementation of those protocols for their respective grade throughout the school year.

Teachers receive professional development in the program and/or activity relevant to their content area. The school is looking to expand its science department by adding a Physics teacher next year. The position will be posted on the open market. The school is also looking to send several teachers to Advanced Placement training over the summer in order to increase its AP offerings.

Teachers will participate in professional development activities centered on the use of formative assessments and the use of the data to guide development of instructional strategies. Teachers who have attended professional development on formative assessment will turnkey their knowledge to the faculty. Similarly, teachers who are proficient in SmartBoard technology and its integration in the classroom will offer support and professional development for their colleagues.

All advisory teachers receive professional development in the HealthCorps curricula adopted by the school.

Teachers, besides the ones on the SLT, will attend SLT meetings on a regular basis in order to develop a better understanding of parents and their needs.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT  
2012-2013**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. 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 JupiterGrades as a means of monitoring their child's performance and progress.
- Parents will be provided with one progress report during each marking period.
- 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 (JupiterGrades) 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 every day for school.
- Monitoring attendance.
- Talking with my child about his/her school activities every day.
- 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 every day.
- 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

**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 and monitor student account on JupiterGrades.
- Participate in co-curricular and/or extra-curricular activities.
- Participate in community service activities.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>405</b>	District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>296</b>
School Name <b>High School of Hospitality Management</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Matthew Corallo</b>	Assistant Principal <b>Yves Mompont</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Karan Lee</b>	Guidance Counselor <b>D. Williams &amp; K. Lange</b>
Teacher/Subject Area <b>K. Drouillard - English</b>	Parent <b>Sharon Corbin</b>
Teacher/Subject Area <b>J. Diller - Math</b>	Parent Coordinator <b>NA</b>
Related Service Provider <b>type here</b>	Other
Network Leader <b>William Bonner</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>26</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>432</b>	Total Number of ELLs	<b>52</b>	ELLs as share of total student population (%)	<b>12.04%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

#### 1.) Possible ELLs

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 Mompont (French/Creole), Special Education Teacher Juliana Nalerio (Spanish), 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, are 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 is 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 is 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, 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. Parent Choice/Program Selection

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 Mompont (French/Creole), Special Education English Teacher Juliana Nalerio (Spanish), 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 (and any necessary interpreters) in a designated classroom, the parent reads the agenda of the meeting and fills in the sign-in sheet. The parent then peruses the "Guide for English Language Learners" brochure in the native language, and views the online Parent Orientation video on a laptop computer (<http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>). The video, viewed in the parent's native language, may also be watched on an LCD television connected to a computer. The online video, which can be shown in a variety of languages, including Spanish, Chinese, Arabic, and Bengali, tells parents about the choices that they have regarding monolingual ESL, dual language, and transitional bilingual services. The Parent Choice Program, described in detail by the pamphlet and DVD, includes the following three choices: 1.) Transitional Bilingual Education (TBE), 2.) Dual Language/Bilingual Education, and 3.) Freestanding English as a Second Language.

Through the online video and subsequent conversation with the certified ESL pedagogue, the parents will understand the difference between dual language and bilingual education programs. The Dual Language model consists of 50 percent of instruction in both the native language and English. Transitional bilingual education (TBE) consists of 60 percent instruction in the student's native language and 40 percent in English. While bilingual education is meant to be maintained in the long-term (until graduation from high school) to be maximally effective, TBE is a short-term program. During the first year, as students develop more English language skills, instruction time in the native language decreases and instructional time in English increases. Schools offering the TBE model must have a consistent plan for instruction in each language, and a supportive transition plan for children when they are transferred into a monolingual ESL program. The monolingual ESL program has the least native language support of all the programs, as it is taught entirely in English. However, native language support (i.e. bilingual dictionaries and texts, visuals, etc.) is made available whenever possible.

After the viewing of the video, 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. If there are not enough students at the school to form a bilingual program, the parents have the option of transferring to another bilingual school within the district. If they do not choose to transfer the child, he or she will attend Freestanding ESL instruction.

During the Parent Choice orientation, the ESL teacher informs the family that the student's placement is for one school year. Continued placement for English language services is determined by the annual New York State English as a Second Language Achievement Test (NYSESLAT) taken each spring. The examination assesses English proficiencies in the four modalities of speaking, listening, reading, and writing. The parent will also be informed that their child 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 one 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 online video 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. Entitlement and Continuance of Service Letters

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 student is given an initial and informal assessment in English (speaking, listening, and reading) to determine if the student has any proficiency in English. Within the first 10 days of new admission to NYC, the Certified ESL teacher administers the LAB-R exam. If the student does not meet the cut-off for proficiency in English on the LAB-R, and is determined to have a beginner, intermediate, or advanced proficiency, the student is then eligible to receive English language services.

The LAB-R is scored immediately by hand and later sent to the DOE for scanning on specific dates. Within 5 days after the LAB-R scores are processed by hand, 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 (Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL). First, the Certified ESL teacher sends an entitlement letter to the parent of the eligible student in the native language which talks about their child's eligibility to receive English language services. Then, the parent is also contacted via phone to arrange the parent orientation meeting at a time convenient to both the parent and the school, with help from over-the-phone interpreters. During the orientation (which may be facilitated by qualified interpreters, i.e. bilingual counselor, staff members, etc.), the parent is shown the ELL parent brochure, as well as the online video/DVD describing NYC English language programs, in the appropriate native language. Both tools communicate information about the three Parent Choice programs, and begin discussion about the process of choosing the best English language program for their child. The parent can decide to place their child in one of the three available programs or take home the parent choice letter and decide later. The child will then be placed in an age appropriate class until service needs are identified. If the parent choice survey is not returned within several days, the ESL teacher will call the home and make a request. If a document is still not returned, by default the child will be placed into a TBE program. Since TBE is not available at HSHM, unless the parent comments otherwise, the student will receive Freestanding ESL instruction. However, if the parent selects a bilingual or dual language program, we will refer the student to school in the district with the requested program. During the parent choice meeting, parents are informed of all of these facts.

Students who did not pass the NYSESLAT examination the following year will receive continuation letters of service after the NYSESLAT scores are released. During parent-teacher conferences, the Certified ESL Teacher distributes continuation of services letters that include the student's most recent NYSESLAT score. Parents then have the opportunity to ask questions about the NYSESLAT and their student's progress regarding basic and academic English.

Placement letters and continued entitlement letters are maintained in a binder with current ATS ELL Data Reports (RLAT, RYOS, BESIS Reports, LAP copies, etc.) and other pertinent information.

### 5. Parent Choice Trends/Alignment with Requests

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 during the 2009-2010 school year who qualified for ESL services. Therefore, parents have tended to request Freestanding ESL for their children.

2009-2010 School Year:

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 school years 2010-2011 and 2011-2012, because HSHM has received no eligible new admits between September 2010 to October 2011.

During the 2010-2011 and 2011-2012 school years, no eligible new admits have qualified for ESL services:

1. Zero (0) parents 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.

6. The program models offered at the High School of Hospitality Management are aligned with parental requests. In 2009-2010, one parent of a new admit student requested Freestanding ESL as a Second Language services, which we provide at HSHM. Otherwise, since we have no new eligible admits since September 2010, we have had no parent requests for English language programs.

## 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										16	19			35
<b>Push-In</b>												12	5	17
<b>Total</b>	0	0	0	0	0	0	0	0	0	16	19	12	5	52

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	13
SIFE	15	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	32

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	6	2	0	14	5	3	32	2		52
Total	6	2	0	14	5	3	32	2	0	52

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

## C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):  
 African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 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										13	16	10	5	44
Chinese										1				1
Russian										1				1
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French												1		1
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other										1	2	1		4
<b>TOTAL</b>	<b>0</b>	<b>17</b>	<b>18</b>	<b>12</b>	<b>5</b>	<b>52</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### 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 push-in ESL teaching model for a total of 9 periods (47 minutes each, 423 minutes of instruction), and 13 periods of pull-out instruction to the ESL/ELA classroom (47 minutes each, 611 minutes of instruction).

#### 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

## A. Programming and Scheduling Information

Achieve3000 and Aventa Learning. Aventa Learning offers the following experiences for students attending the High School of Hospitality Management:

- \* Blended Learning - a unique academic model that combines online learning and face-to-face support.
- \* Credit Recovery - Aventa's credit recovery courses are developed using 'backwards design' and start with objectives and outcomes. While the students taking the courses previously failed the subject, they likely mastered portions of the content. Aventa's mastery based credit recovery courses give credit recovery students the opportunity to feel successful by letting them test out of content they can prove mastery.

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. The Schaffer Method of paragraph writing is used in classes to scaffold the essay writing process and to help students prepare for the annual NYS English Regents Examination. The process helps students to argue clear positions, organize facts, and analyze literature and non-fiction in the form of a cogent essay.

### Pull-out Instruction

HSHM has 13 scheduled periods (47 minutes each) of pull-out instruction. In the pullout periods, the ESL teacher serves beginning to advanced 9th-10th grade students in two different ELA periods a day (47 minutes; 10 periods a week), all beginning to advanced, as well as in beginner to advanced 10th grade students in ESL resource room/advisory class (47 minutes, 3 times a week).

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, which encourages the use of higher-level thinking skills. An example is the "College Exploration Project," which allows students to employ research from Internet and library sources, create PowerPoints and written scripts, and to practice oral presentation skills in rehearsal and presentation. 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. ELLs in ELA will read and engage in project-based activities based on selections that include the short stories "The Most Dangerous Game," by Richard Connell and "The Tell Tale Heart," by Edgar Allan Poe, as well as the novels The Circuit, by Francisco Jimenez, and A Step From Heaven, by An Na. ELLs in resource room will focus on college and SAT preparation, academic vocabulary, health issues, and other subjects with a focus on literacy. Students will also be attending dramatic 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 mostly integrated with monolingual students. Other times, ELLs may be separated from native English speakers for pull-out literature and resource room classes. Special Education ELLs also take ELA with Juliana Nalerio, a certified special education teacher with a bilingual extension in Spanish.

The pull-out classes are graded, containing students from the 9th-12th grades (between beginner to advanced proficiencies). In most classes, however, 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 mandated instructional minutes. Next, the guidance staff and the ESL teacher verify that all students entitled to receive ESL services receive mandated hours, reviewing student programs to ensure that the minutes are appropriately allocated. Beginner ELLs receive 540 minutes of instruction each week, while intermediate ELLs receive 360 minutes of instruction each week. Advanced ELLs receive 180 minutes per week of ESL instruction, and 180 minutes of ELA instruction, as per NYS CR Part 154. In

## A. Programming and Scheduling Information

addition to ESL/ELA classes (both push-in and pull-out), a standalone ESL class is provided for beginner, intermediate, and advanced ESL students for 35 minutes a day, four times a week, and 40 minutes a day once a week, in the format of a resource room/advisory. Students work on Achieve3000 articles to increase reading and writing skills in English, review test preparation (PSAT), and learn about health and nutrition. Additionally, newcomer ESL students receive extra support and tutoring in English language during their technology period (conversational and academic language).

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 such as Google SketchUp. Therefore, lessons in English literature, for example, can be merged with content area standards in mathematics, science, and technology, especially when used in conjunction with content-driven, high interest newspaper articles and activities provided by the program Achieve3000, an on-line literacy solution.

Students receive native language support with the use of bilingual dictionaries, translation software, text in conjunction with images, and multimedia. NLA is delivered within ESL lessons whenever necessary to increase comprehensive input.

At HSHM, students are required to participate in several oral and written 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 classes and afterschool ESL classes, articles from reputable newspapers and magazines including The New York Times, USA Today, and Mental Floss and are used to teach current events and to explore topics including social justice, immigration, multiculturalism, and education. Statistics and mathematics are often discussed in relation to matters regarding social issues such as global education, socioeconomics, and college readiness. Also, two software literacy interventions are employed in both resource room and afterschool classes, including Aventa Learning, 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 NYSESLAT and 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 ensure that all ELLs are evaluated in their native languages?

Using programs such as Empower3000, which have reading assessments in Spanish, we are able to determine a reading level in both English and Spanish. If the student is a newcomer, we get a sample of the student's writing in the native language, have the information translated, and are then able to evaluate some of the student's skills in that language.

5. 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, phonemic awareness, grammar, 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

## A. Programming and Scheduling Information

by the teacher, are effective with both SIFE and newcomer students.

With the facilitation of an ESL teacher, SIFE students may create PowerPoints for oral presentations based on literature, culture, and their own lives, in collaboration with other students who speak the native language.

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 and academic essays and 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 will 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 which are 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 be used to engage emergent bilinguals, since they provide visual, auditory, and tactile content to enhance lessons. Furthermore, website translators, word processors, and teacher or student-created Power Points can help students to learn and research 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, measureable 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 at least 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.

## A. Programming and Scheduling Information

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, grammar, and vocabulary in English and the content areas.

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, with a focus on transitional words, may be helpful in the creation of essays. The Schaffer Method of paragraph writing can be used at this stage to scaffold the essay writing process.

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 leveled non-fiction, as well as leveled short stories collections such as the Burton Goodman 5-Star Series, are helpful in teaching LTEs who are in need of literacy intervention.

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content and accelerate English development?

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 bilingual literature and picture dictionaries, 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. Achieve3000/Empower3000, a computer literacy program, has been used with great effect with our SWD; students enjoy the interface and receive encouragement to increase reading skills through instant feedback from multiple-choice activities. ELLs identified as having special needs benefit from all interventions that help SIFE and Long-Term ELLs.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment.

Many ELL-SWDs in 9th and 10th grade attend ELA classes with Juliana Nalerio who is a special education teacher with a bilingual extension. Tenth grade ELLs with LD also meet in the resource room with Ms. Lee, the Certified ESL teacher, where they work on literacy, writing, and test preparation (i.e. PSAT, NYSESLAT, etc.) All students are eligible for the after school program, in which we use Empower3000, technology, and other resources for literacy, increased content knowledge, and enrichment.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

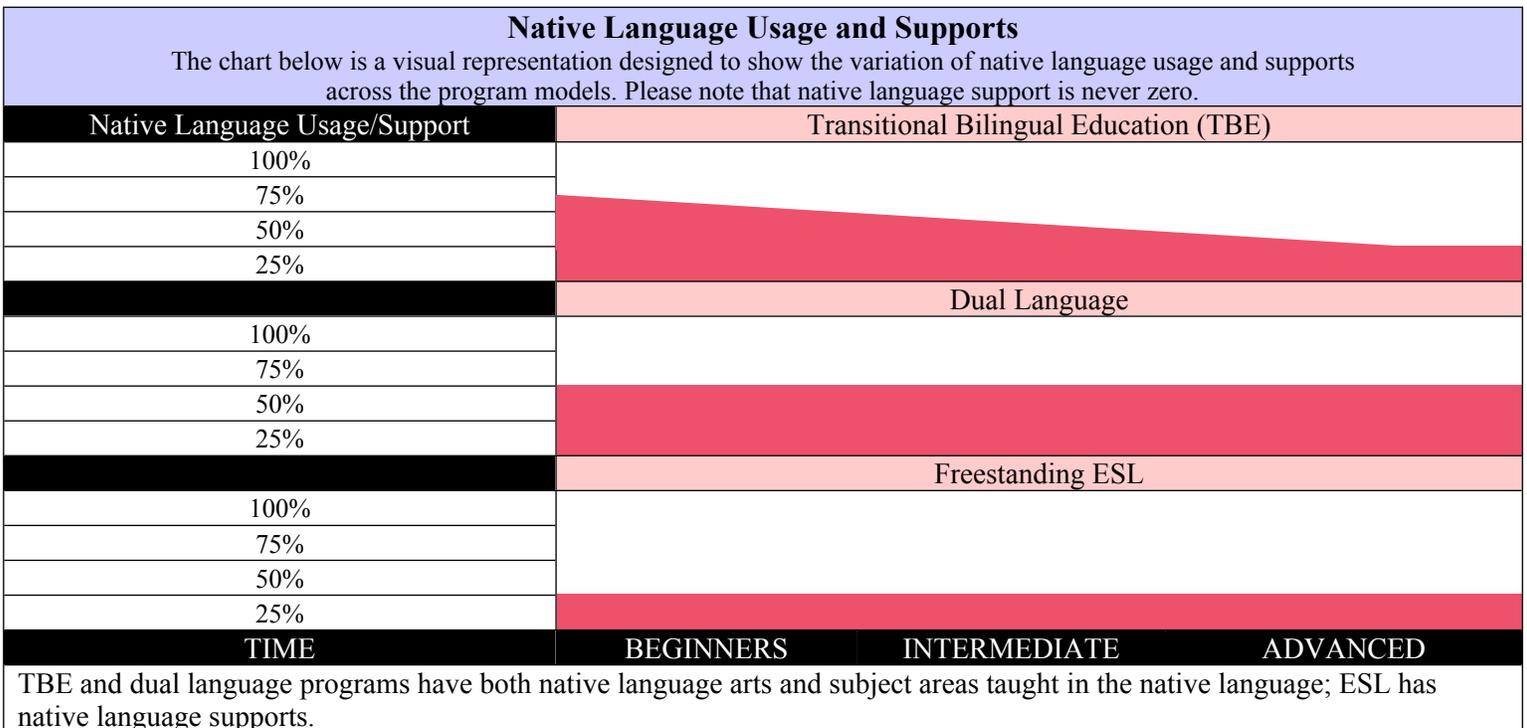
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				

Math:	
Science:	


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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day





## B. Programming and Scheduling Information--Continued

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

8. 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.

For push-in ELA classes, the English teacher and the ESL teacher work together to lesson plan and develop curricula to help 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 (specialized content-specific 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.

9. 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. LEP/ELL testing accommodations on NYS assessments will be provided to former LEP/ELLs for up to two years after testing at the proficient level on the NYSESLAT.

10. 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 blogs. Students will also participate in activities that involve collaboration, such as the creation of posters, maps, and multimedia.

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

No programs will be discontinued this year.

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

ELLs receive equal access to all school programs, both curricular and extra-curricular. Besides the core classes related to science, social studies, mathematics, and ELA, ELL students may enroll in electives including chemistry, AP art, cooking, and technology. Extracurricular activities and interventions include ESL afterschool club, after school tutoring in all major subjects, SAT and Regents prep, sports (basketball, volleyball, handball, tennis, and soccer), guitar club, watercolor club, dance, drama, and kickboxing. The school invites ELLs to participate in all curricular and extra curricular activities through information from the guidance office, flyers posted on bulletin boards, as well as letters sent home to parents about certain clubs, such as tutoring and ESL after school. ELLs fully participate by increasing literacy and mathematics skills during ESL afterschool and after school tutoring; they work on assignments and review problems as well as use technology (i.e. laptops, SmartBoards, and software including Achieve3000). ELLs are within all integrated classes at the school. While the program is offered to all ELLs, approximately 15 students attend ESL afterschool on a regular basis, while many others attend athletic and extracurricular activities.

ELLs receive tutoring on an as-needed basis with the Certified ESL Teacher after school several times a week during lunch and after school. Furthermore, all ELLs, former ELLs, and interested students (should there be space) are eligible to participate in the ESL weekday afterschool program, starting November 2011. 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. The supplemental program is funded by Title III (Achieve3000 and per session). The goal of the program is to increase the reading level of students by 1-2 grade levels by completing and mastering 40-80 reading and writing activities over the course of the school year.

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

HSHM 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 100 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, blogging, and online literature discussion groups.

14. 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.

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

Yes. Although when ELLs read 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.

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

HSHM began a new program this school year (2011-2012) called the "Summer Bridge Program" for all incoming 9<sup>th</sup> graders. Translated letters were sent to all families of ELLs entering the 9<sup>th</sup> grade when appropriate. Summer Bridge students transitioning into high school arrived at orientations in June and August 2011. The program aims to help students be more prepared to experience the challenges and meet the demands of a four-year high school program.

During the program, parents and students have an opportunity other classmates and teachers. Also, participants attend various workshops and presentations. Upon completion of the Bridge Program, students start earning points for their Health Corp class and they enter the fall semester equipped with the tools to continue their academic success.

17. 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)?

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.

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

The Certified ESL Teacher, Karan Lee, 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 2009-2011=32 hours

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

LAP Training for Administrators from OELL – 3 hours

In-house professional development will be provided for all teachers of ELLs, including administrators, assistant principals, subject area teachers, paraprofessionals, ESL teachers, guidance teachers, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators every two months. Subjects include:

- \* Identifying ELLs through ARIS (October/November)
- \* Best ESL Practices and Methodologies in the Language and Content Area Classroom (December/January)
- \* Achieve3000: Using the program to increase literacy (February/March)
- \* Differentiating Instruction for ELLs Needing Special Education Services (April/May)
- \* Creating a Learning Environment tht Supports ELLs and At Risk Learners (May/June)

When ELL professional developments become available through Protraxx, we will send teachers as necessary. Records of ELL PD for all teachers and staff are maintained by the administration.

2.) N/A

3.) 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. ELA teachers from all grades will attend the professional development "English Language Learners K-12 Literacy Conference for Educators" which will be hosted by the OELL on November 8, 2011, an all-day PD.

## 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?

### Parental Involvement

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

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, student presentations, and other conferences. Various interpreters, such as those who speak Mandarin Chinese, are hired for parent conferences, and a number of staff speaking other languages, including Spanish, French/Creole, and Italian.

An Achieve3000 training will be held this year for all participating student families.

Translation and interpretation services are available through the DOE and we use this service frequently. We use the services to translate official letters and make three-way phone calls to parents so that teachers and staff members can communicate with parents about student academic issues and progress.

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

ENACT is a CBO that uses theatre techniques and drama therapy to teach social and emotional skills and to promote academic success. The group also focuses on attendance and drop out prevention.

ELLs participating in the programs practice how to handle real-life situations using effective communication skills and coping strategies. Two staff are bilingual in Spanish and English. ENACT holds parent workshops in both languages. Letters to parents are translated into Spanish by the bilingual staff members. ENACT uses the DOE translation and interpretation service when communicating with parents who speak a language other than English or Spanish.

3. How do you evaluate the needs of parents?

We evaluate the needs of parents through surveys and questionnaires in both English and Spanish. During phone and face-to-face conferences, the ESL teacher often asks questions regarding the familial, academic, and behavioral history of the student. Parents may need help in obtaining academic and social services to benefit their children, and this is often ascertained during one-to-one discussion with the Certified ESL teacher. Next door, at Manhattan Bridges, is a Chinese speaker who helps us with translations and interpretations in Chinese. We also use the services provided by the DOE to handle three-way calls and letters in a variety of languages.

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 English, Spanish, and Chinese.

## 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)										3		1		4
Intermediate(I)										8	7	3	4	22
Advanced (A)										6	11	7	2	26
Total	0	0	0	0	0	0	0	0	0	17	18	11	6	52

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2			
	I										2			
	A										7	3	2	1
	P										3	10	7	3
READING/ WRITING	B										2		1	
	I										6	4	3	1
	A										4	9	6	2
	P										0	0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		3	
Integrated Algebra	33		16	
Geometry	3		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	17		9	
Physics				
Global History and Geography	18		4	
US History and Government	4		1	
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**

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.

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (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.

HSHM does not use any early literacy assessment tools.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Out of 52 eligible students, 12 students did not have NYSESLAT 2011 scores. Eight (8) students were LTA, and four students did not receive testing at the middle school level before enrolling into HSHM for the 2011-2012 school year. According to the NYSESLAT 2011 results (or last known score), 26 students were rated advanced, 22 students were rated intermediate, and 4 rated beginner.

Of these students, six (6) ninth graders were rated advanced, eight (8) ninth graders were rated intermediate, and three (3) ninth graders rated beginner. Eleven (11) tenth graders rated advanced, seven (7) rated intermediate, and zero (0) rated beginner. Seven (7) 11th graders were rated advanced, and four (4) 11th graders intermediate, and one (1) was rated as a beginner.

Finally, two (2) twelfth graders were rated advanced, and four (4) were rated intermediate.

#### NYSESLAT 2011 results: Speaking/Listening Sections (S/L Modalities)

##### General Information

- o Forty (40) ELLs took the 2011 NYSESLAT last school year. (40 out of 52 students, or 77 percent)
- o Twelve (12) students were LTA or came from middle school without taking the 2011 NYSESLAT. (12 out of 52, or 23 percent did not take the test)
- o Two (2) students tested at the beginner level in the S/L Modality in all grades. (4 percent of all ELLs)
- o Two (2) students tested at the intermediate level in the S/L Modality in all grades. (4 percent of all ELLs)
- o NYSESLAT 2011 results: A total of 34 students tested advanced or proficient in the S/L modality. Eight (8) students tested at the advanced in the S/L modality, while twenty-six (26) tested at the proficient level in the S/L Modality in all grades. Therefore, approximately 65 percent of all ELLs at HSHM tested advanced or proficient in the S/L Modality, according to NYSESLAT 2011 results.

##### NYSESLAT 2011 Speaking/Listening Data By Grades

- Two (2) 9th Graders tested at the beginning level in the S/L modality.
- Two (2) 9th Graders tested at the intermediate level in the S/L modality.
- Eight (8) tested as advanced or proficient in the S/L Modality. (7 advanced, 3 proficient)
- Thirteen (13) 10th Graders tested at the advanced or proficient in the S/L Modality. (3 advanced, 10 proficient)
- Ten (10) 11th Graders tested at the advanced or proficient in the S/L Modality. (3 advanced, 7 proficient)
- Four (4) 12th Graders tested at the advanced/proficient level last year in the S/L Modality. (1 advanced, 3 proficient)

#### NYSESLAT 2010 Reading and Writing Sections (R/W modalities)

##### General Information

- o 3 out of 52 ELLs tested at the beginner level in reading and writing modalities (6 percent).
- o 15 out of 52 ELLs tested as intermediate in the reading and writing modalities (29 percent).

o 22 out of 52 ELLs tested as advanced in the reading and writing modalities (42 percent).

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

Because listening and speaking are the highest scores for most students, we will primarily focus on literacy strategies related to reading and especially writing. Newcomers will focus more on listening and speaking skills, as they gradually obtain reading and writing skills.

In terms of speaking and listening, HSHM will focus on oral speaking and peer evaluation using rubrics from the ESL/ELA literature courses. Oral presentations, including debates, reports, and student-lead lessons, require students not only to speak and listen to one another, but to write, read, rehearse, and engage in teamwork with negotiation of meaning. Oral presentations also require students to use higher-level thinking processes and skills that may include gathering and analyzing information, application, synthesis, and evaluation. ELLs will engage in oral presentation projects during and after school to strengthen English skills in all four modalities.

Students will benefit from the use of graphic organizers, listening exercises involving note-taking and writing, grade-level novels and short stories differentiated to reading levels, and project-based assignments. ELLs at HSHM will also benefit from the explicit teaching of vocabulary, reading, and writing strategies, as well as technological initiatives, such as Achieve3000 and AVENTA LEARNING. QTEL strategies will help students with public speaking, artistic expression, social interaction, as well as scaffold reading and writing. Additional tutoring, after school programs, and other academic interventions will be beneficial for all ELLs, and will help to raise NYSESLAT and English Regents scores.

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?

#### NYSESLAT 2011

After examining NYSESLAT 2011 data from HSHM's Freestanding ESL Language Program, we found that students who tested as beginner in either the speaking/listening and/or reading/writing modalities on the 2011 NYSESLAT were at 0-3 years of service or in special education.

Of 52 ELLs, 4 students are X-coded. Thirteen (13) students have IEPs and require special education services. X-coded special education students struggle with cognitive disabilities, reading problems, and other literacy issues, and 10 out of 13 of these students are also Long-Term ELLs (LTEs). For example, 10 out of 10 special education ELLs (100 percent of ELLs with LD who took the 2011 NYSESLAT) tested as advanced or proficient in the speaking and listening modalities, but intermediate or advanced in the reading and writing modalities (7 advanced, 3 intermediate).

Students testing advanced or above in all four modalities received at least 4-6 years of service or more (45 out of 52 ELLs, or 87 percent). In the 0-3 years of service category, 1 out of 7 students (14 percent) scored advanced or above in R/W or L/S. Thirty-two (32) out of 52 ELLs are Long-Term ELLs (LTEs). Most LTEs tested advanced or proficient in speaking and listening. Ten (10) LTEs tested intermediate in reading and writing. Twelve (12) LTEs tested advanced in reading and writing.

Current HSHM NYSESLAT data supports University of Toronto Professor Jim Cummin's theory that developing Basic Interpersonal Language (BICS) takes only 1-2 years, while developing academic language can take 5-7 years or more. The data also supports the theory that Long-Term ELLs do not perceive problems regarding literacy and academics because they are often proficient in BICS.

ELLs who have not met the performance standard in writing and reading receive push-in and pull-out services, resource room and after school interventions that focus on writing, reading, listening, and speaking. For example in the ESL-focused ELA classes, students write in dialog journals and receive a teacher response/question. In other words, students obtain a well-modeled response in English from the teacher and may communicate in an open and non-critical way to improve writing skills. Over the course of the year, students will be explicitly taught new thematic vocabulary from short stories, novels, and Floccabulary, participating in activities that promote understanding and use of new words. Vocabulary lessons will be enhanced by multimedia, music, and images.

As part of the new Title III program, students will be assigned 1-3 activities weekly through the web-based program Achieve3000. ELLs will work on Achieve3000 during resource room and the after school program. Students will read, answer standardized test questions, and write about the articles they read. They will generate questions for the text they are reading, as well as participate in a number of writing and essay prompts from the computer program. The ESL after school program will also include a number of student writing projects involving technology, creativity, and multimedia.

Students at HSHM did not take any standardized exams in the native language last year.

NYS English Language Arts Exam

Of the 39 ELLs we have data for (out of 52) who took the NYS ELA before entering the 9th grade at HSHM, 13 students received a 1 (below standards), 23 ELLs received a 2 (approaching standards), and two (2) ELLs received a 3 (meeting standards).

Of twelve (12) 9th grade ELLs who took the 2010 NYS ELA Exam before entering high school, five (5) students received a 1 (below standards), seven (7) ELLs received a 2 (approaching standards), and zero (0) ELLs received a 3 (meeting standards).

Therefore, the majority of the students received a 2 score on the ELA test prior to entering the 9th grade. These students will be included in interventions in reading and writing both during self-contained ESL/ELA literature class and after school programs.

**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**

School Name: <b>1.</b>		Describe what assessme	School DBN:
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Matthew Corallo	Principal		10/26/11
Yves Mompoint	Assistant Principal		10/26/11
NA	Parent Coordinator		
Karan Lee	ESL Teacher		10/26/11
Sharon Corbin	Parent		10/26/11
Katia Drouillard	Teacher/Subject Area		10/26/11
J. Diller	Teacher/Subject Area		10/26/11
	Coach		
	Coach		
D. Williams/K. Lange	Guidance Counselor		10/26/11

**School Name: 1. Describe what assessme** **School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Bonner	Network Leader		10/26/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M296      **School Name:** High School of Hospitality Mngmt

**Cluster:** CFN 4      **Network:** CFN405

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

**Part A: Needs Assessment Findings**

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

Based on the HLLS of students, as well as ATS, ARIS, and student emergency cards, the home languages, both written and oral, for all our students are as follows: Afrikaans (1), Albanian (2), Amoy (1), Arabic (1), Bambara (1), Bengali (5), Cantonese (2), English (185), French (2), French-Haitian Creole (1), Indonesian (1), Malinke (1), Mandinka (1), Nepali (1), Tagalog (1), Spanish (204), Thai (1), Wolof (1), and Yoruba (1), for a total of 413 students. Student language demographics, as well as translation and interpretation resources, are shared in the fall of the school year with staff members. Members of our staff speak Spanish, Haitian Creole, French, Russian, and Italian, with familiarity in other languages, such as Chinese. Telephone communication with parents is done bilingually through over-the-phone interpretation for the primary nine languages of NYC. All home phone calls are made by Spanish-speaking staff or through over-the-phone interpretation and translation services for a variety of languages. Whenever necessary, we request the help of a staff member who speaks Chinese from a nearby school, Manhattan Bridges, for both translation and interpretation. All printed information sent home is in Spanish and in English. When a letter needs to be sent in another language, we consult with staff members in the building who may speak that language to help translate, or use NYCDOE translation and interpretation services. At Parent-Teacher conferences, Spanish- and Chinese-speaking interpreters are available to facilitate communication between the teachers and the parents.

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.

According to school data, the majority of parents who are not native English speakers speak, write, and read in Spanish. Therefore, most of our translation and oral interpretation needs are provided through the Spanish-speaking guidance counselor. Languages such as French, Chinese, and Creole comprise a small minority of parent languages. Within 30 days of the school year, we ascertain the native home language of all students through documentation (such as HLLS) and ATS. The findings are reported to the school community at the beginning of each year, and information regarding translation and interpretation services are made available to all staff members for parent teacher conferences and

phone calls to parents.

## Part B: Strategies and Activities

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

The guidance counselor, Dolores Williams, and two school aides, are fluent in Spanish. Whenever documents need to be translated in Spanish, these staff members help to translate, and can do so within 1-3 business days, depending on the urgency of the documentation. A staff member from a nearby school who speaks, reads, and writes in Chinese is consulted whenever translation and interpretation in the language is necessary, also with a quick turn around of 1-3 business days. When a letter needs to be translated in another language, we first consult with staff members at nearby schools because turn-around time is usually faster. However, if it is not possible to find someone who writes in a specific language, we submit the document to NYCDOE interpretation and translation services. In the process, we complete a Translation Request Form and send the document to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov).

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 services in Spanish, Chinese, and French/Creole are normally provided by in-house staff (Guidance Counselor, Aides, and Special Education teacher) and the staff from nearby schools for Parent Teacher conferences and regular correspondence. Oral interpretation services in the nine primary languages of New York City, including Spanish, French, Bengali, Chinese (Mandarin and Cantonese), and Urdu is also provided through the DOE via the over-the-phone interpretation unit, which can be reached at 718-752-7373 ext. 4. Oral interpretation services in Chinese is provided by an outside contractor working with the DOE during Parent-Teacher conferences. Parents may rely on adult volunteers, including trusted friends and family members over the age of 18, to assist with oral interpretation between the school and the family.

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>.

Schools must determine within 30 (thirty) days of a student's enrollment (or, for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department. The parents have the right to have written and oral communication in their native language if they do not speak English. Therefore, the school shall, consistent with this regulation, provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school.

The Bill of Parent Rights and Responsibilities, including rights to translation and interpretation services, are made available to parents in the the nine primary languages. Signs to the school and office near the entrance include the primary languages, and indicate the availability of interpretation services. Safety plan procedures are provided for ensuring that parents who need language access services are not prevented from reaching the school's administrative offices due to language barriers. The Bill of Parent Rights and Responsibilities for all primary languages, as well as signs indicating availability of translation services for safety and practical reasons, are provided for the nine primary languages (or for 10 percent or more of student body who speak a particular primary language). At HSHM, approximately 50 percent of our student parents speak and read in Spanish, 45 percent speak and read in English, and 5 percent of our students speak and read in 17 other languages.

Staff members may orally interpret and assist during one-on-one meetings between parents and the school; they also translate documents sent home to parents. NYCDOE may provide translation and interpretation services over-the-phone or via translated documentation in the parents' native language if staff members and adult volunteers are not available. Because knowing the population in critical in the establishment of relationships and communication with our students' families, we gather information about home native language through HLLS forms, student emergency cards, ATS, and ARIS, and inform our staff about the results. We also provide staff members with information regarding how to use translation and interpretation services offered at the school or from the City. Oral interpreters may be hired through an outside contractor (working with the DOE) to assist during Parent-Teacher conferences and one-on-one meetings.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: <a href="#">H.S. Hospitality Management</a>	DBN: 2M296
Cluster Leader: Chris Groll	Network Leader: William Bonner
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <a href="#">During School</a>
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply):
<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
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers:

## 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:

The ELL Afterschool English Language Instruction Program at the High School of Hospitality Management (HSHM) is aimed to increase English language skills in the four modalities of speaking, listening, reading, and writing for 36 ELLs in the 9-12 grades.

At HSHM, twenty-four (24) students are advanced ELLs, while twelve (12) tested as intermediate on the 2012 NYSESLAT. Twenty-four (24) students are Long-Term ELLs, while seven (7) are in category of 4-6 years of service, and five (5) are in the category of 0-3 years of service. We also have twelve (12) SIFE students and twelve (12) Special Education ELLs who would also benefit from the program and supplemental instruction.

The ELL afterschool program aims to increase academic language skills and to prepare students for Regents exams. The program will be delivered primarily in English, with Native Language support in Spanish through the use of bilingual dictionaries and other texts. Empower3000 also has Spanish and Haitian Creole language support components.

HSHM is dedicated to fostering an environment of academic excellence leading to college readiness. Therefore, we would like to provide the ELL enrichment program to our population of 36 ELLs in grades 9-12 during the 2012-2013 school year. Starting December 3, 2012 and ending April 25, 2012, the program will meet two times a week on Mondays and Thursdays from 4 p.m. to 5:00 p.m., for a total of 2 hours a week over the course of 15 weeks. ELLs will receive vocabulary and literacy support to increase reading comprehension, writing skills, and language and content-area learning through the use of technology, including Empower3000, an online literacy program. At the end of the course of study, students will have a portfolio of work which demonstrates the skills acquired during the ESL afterschool program.

The school will allocate non-Title III monies for the after school program. The service provider for this program will be Certified ESL teacher Karan Lee. The program will require approximately 30 hours of teacher per-session for a total of 30 sessions, costing approximately \$1,505.70.

HSHM currently has a 100-license subscription to the web-based literacy program Achieve3000, which expires June 2013. The computer program was a successful cornerstone in last year's 2011-2012 afterschool Title III program. Therefore, our Title III budget this year includes a renewal for a 100-license subscription to Achieve3000 to continue the ESL afterschool program during the 2012-2013 school year.

Our school chose Empower3000 (from Achieve3000) because it is an interactive and motivating tool for high school students. The online program brings relevant, up-to-date information from recent newspaper articles, with activities that are tailored to each pupil's reading level. In addition, all lessons, as well as reading and writing activities from the program, are aligned to NYS Common Core standards for both ELL and ELA learning objectives. Also, 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 instruction to ELLs from the categories of 0-3 years of 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 both in English and Spanish. Finally, HSHM plans to offer the Empower3000 intervention 2-4 times weekly during ELA class and advisory in addition to afterschool.

### 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: During the 2012-2013 school year, the Certified ESL teacher will attend two Achieve3000 professional developments during the months of November 2012 and January 2013 (TBA). The PDs will last approximately 3 hours each. The purpose of the PD is to increase teacher's knowledge of Empower3000 to better integrate the software into the curriculum, to align teaching to ELL/ELA Common Core Standards, and to better use the writing component of the program.

### 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: As mentioned earlier in the document, through parent accounts Empower3000, Title III ELL families will be provided with information about individual student reading and writing progress, as well as the opportunity to read and discuss articles both in English and Spanish at home. To encourage participation and motivate students to use Empower3000 with parental supervision and support, HSHM plans to offer a software information and training session sometime in December 2012 or January 2013 (TBA) for the parents of ELLs. The training session, which will focus on the nuts and bolts of the parental version of the program, as well topics that include how to be successful in school, will be held by Achieve3000 and HSHM staff in both English and Spanish. Parents will be notified of the training by phone invitation and through letters.

### 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"> <li>• Per session</li> </ul>		

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