



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HIGH SCHOOL OF HOSPITALITY MANAGEMENT
DBN (i.e. 01M001): 02M296
Principal: YVES MOMPOINT
Principal Email: YMOMPOI@SCHOOLS.NYC.GOV
Superintendent: MARISOL BRADBURY
Network Leader: MICHAEL MEHMET

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Yves Mompont	*Principal or Designee	
Wayne Berning	*UFT Chapter Leader or Designee	
Elizabeth Medina	*PA/PTA President or Designated Co-President	
Genesis Pina	DC 37 Representative, if applicable	
Ramadhan Ahmad, Brandon Contreras, Sumaiya Hassan, Kayla Godoy, Jose Roman	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Alba Pascual	Member/ Parent	
Damaris Bracero	Member/ Parent	
Jennifer Shuman	Member/ Teacher	
Bridget Bordiuk	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, 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 several 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 83.9% for 2012-13, thus prompting this goal to remain for 2013-14.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Attendance Team. 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. Attendance Committee. The committee meets 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. Attendance Intervention Program. We have instituted since 2012-13, a program in which students with chronic absence issues are provided with a two-fare metrocard instead of full fare metrocard. Students whose attendance have improved based on the understood targets are then issued full fare metrocards/
4. 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. The staff also conducts home visits. The program was implemented in September 2010. ENACT meets bi-weekly with the principal to discuss progress.
5. JupiterGrades. The school has been using Jupitegrades.com for the last four 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. 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.
6. Principal's Breakfast Program. Students are encouraged to arrive to school early to have breakfast in the Parent Suite and complete school work on the provided laptops.

B. Key personnel and other resources used to implement each strategy/activity

1. Attendance Team - One teacher from each grade level and two students
2. Attendance Committee - School social worker, guidance counselor, attendance teacher, school aide, and parent coordinator
3. Attendance Intervention Program - School dean
4. ENACT - Enact staff, 9th and 10th grade teachers, guidance counselor
5. Jupiter grades - All teachers
6. Principal's Breakfast Program - Parent coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The target for the Attendance Team is to increase the number of students who achieve 85% or higher attendance each marking period through the use of incentives, mentoring, and celebratory events.
2. The target for the Attendance Committee is to reduce the number of open 407 cases.
3. The target for the Attendance Intervention Program is to reduce the number of students enrolled in the program on a monthly basis.
4. The target for ENACT is to increase the number of students enrolled in ENACT who achieve 85% or higher attendance each marking period.
5. The target for Jupitergrades is to increase the number of parent logins.

6. The target for the Principal's Breakfast Program is to increase the number of students who sign-in daily with the Parent Coordinator.
 7. Overall, the target to evaluate progress, effectiveness and impact of the strategies listed above is whether the school achieves an 85% attendance on a monthly basis as reported on RSAL reports.
- D. Timeline for implementation and completion including start and end dates**
1. All strategies were implemented beginning September 2013 and will end on June 26, 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The Attendance Team meets bi-weekly to monitor students' attendance.
 2. The Attendance Committee meets weekly to discuss 407 cases.
 3. Students enrolled in the Attendance Intervention Program check-in daily with the dean after-school.
 4. Students are scheduled to participate in ENACT during lunch and/or gym twice a week. They also participate in after-school with ENACT twice a week.
 5. Parent events are scheduled throughout the year to ensure parents know how to use the website. These events include Freshman Orientation, Open School Night, Parent Teacher Conferences, etc.
 6. The Parent Coordinator's office opens at 8:30 a.m. every morning.

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).

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.

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, Welcome Back 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
1. Title I funds will be provided 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 for up to 50 of our 9 th and 10 th grade students who have a history of inconsistent attendance.											

Goal and Action Plan #2

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 2014, the High School of Hospitality Management will increase its students' post-secondary readiness as measured by the Department of Education matrix for college readiness by 1%.

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 37% 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

1. Departmental Goal Setting. Each department has identified a goal centered around college readiness to be achieved by June 2014: CTE: 80% of students will successfully complete a complex procedure; Social Studies: Increase student performance on thematic essays by an average of 20% which is one point on the essay rating system; English: Students will be able to identify the objectives of a task by understanding the directions presented; Science: Increase students' ability to utilize specific sources as evidence in their assessments, thereby increasing their final regents score by 5% from their predictive unit and mock exams; Math: Increase the percentage of students earning a score of 80 or higher on each of the three Math regents by 10%.

2. Curriculum Mapping. Each teacher has been involved in developing curriculum maps aligned to the Common Core Learning Standards.

3. Inquiry: The school will utilize an inquiry model to identify instructional strategies. The model will be implemented across grade, department and CEP teams. Each of these teams was established in September of 2013 as a means of addressing key areas of need across the school. For example, the 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.

4. 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, 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.

5. i-LearnNYC. 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 school Social Worker, 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. 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.

6. Regents Prep and Saturday Academy. 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 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. National Academy Foundation. 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.

8. College Now. The students have increased access to early college opportunities through College Now at CUNY and many other such opportunities. The High School of Hospitality Management currently offers four CollegeNow courses through KBCC, including Foundational English designed to help students achieve the required 75 for CUNY admission. Students also participate in CollegeNow opportunities at BMCC and John Jay. 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:

9. Co-Curricular and Extra-Curricular Activities. The purpose of the advisory program in 9th 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 10th grade advisory program helps to develop students' understanding of cultures and diversity. The 10th grade advisory also continues to build on college prep through researching college admission requirements, college visits, guest speakers, financial aid workshops, etc. In 11th grade, students participate in Drama, Culinary, and Event Planning courses 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. The High School of Hospitality Management offers several after-school extra-curricular options including New York Young Runners' Club, Literary Club, Robotics Club, Reading Club, Acrylic Paint Club, Photography Club, and Google Tech Challenge club.

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

B. Key personnel and other resources used to implement each strategy/activity

1. Departmental Goal Setting – Department teams are involved in departmental goal setting
2. Curriculum Mapping – All teachers are involved in curriculum mapping

3. Inquiry – All teachers are involved in inquiry
4. Empower3000 – ESL teacher
5. I-LearnNYC – Dean, Social Worker, Izone Coordinator, Assistant Principal
6. Regents Prep and Saturday Academy – Science, Math, English and Social Studies teachers
7. National Academy Foundation – NAF Coordinator, College and Career team
8. College Now – High school College Now instructors, Math Department team leader, Assistant Principal
9. Co-Curricular and Extra-Curricular Activities – Advisory teachers, club teachers, extra-curricular facilitators, Assistant Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- The target to evaluate the progress, effectiveness, and impact of the strategies listed above is on a semester basis.
1. The target to evaluate departmental goal setting is the achievement of the goal by the end of the school year.
 2. The target to evaluate curriculum mapping efforts is the completion of a curriculum map in the Fall and a revision by the end of the school year.
 3. The target to evaluate the Inquiry efforts is the number of inquiry cycles successfully completed each semester.
 4. The target to evaluate Empower3000 is the number of students who increase reading proficiency levels from September to June.
 5. The target to evaluate I-Learn NYC efforts is the number of students who successfully complete online courses during the semester.
 6. The target to evaluate Regents Prep and Saturday Academy is the increase in attendance/participation from last year. It is also the correlation between participation in the Regents Prep Program and the score students earn on the Regents for the subjects they attendance Regents Prep.
 7. The target to evaluate the NAF efforts is the participation levels in the work based opportunities available including the Explorer’s program, Job Readiness Workshop, Resume Writing Workshop, etc.
 8. The target to evaluate College Now is the number of students who register for Fall, Spring, and Summer College Now Opportunities.
 9. The target to evaluate the Co-Curricular activities is the number of projects completed by the advisories and clubs that demonstrate creativity and teamwork. The target to evaluate the Extra-Curricular activities is the number of students who participate in extra-curricular activities each semester and the successful implementation of an end of year activity to showcase learnings.

D. Timeline for implementation and completion including start and end dates

1. All strategies were implemented in September 2013 and will end on June 26, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The Department Teams meet bi-weekly.
2. The Department Teams meet bi-weekly.
3. The Grade Teams, which engage in the Inquiry work, meet bi-weekly.
4. The ESL teacher uses empower3000 twice a week with her students.
5. The I-Learn NYC courses meet daily for two periods.
6. Regents Prep is offered four days a week after-school and on Saturdays during Regents Prep season beginning in November for the January Exams and April for the June Exams.
7. NAF is supported by an advisory board which meets monthly to plan career readiness for students.
8. College Now courses meet twice a week or on Saturdays during the Fall and Spring semesters.
9. Advisory and Clubs are scheduled during 6th and 7th periods daily. Extra-curricular activities are offered once a week after-school.

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 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. Parents are invited to culminating activities for the clubs.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. The school has provided curriculum mapping and common core professional development opportunities for teachers.
2. The school has partnered with Peer Health Exchange to provide health instruction to students in 9th grade.

- 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.
- OTPS allocations will be utilized for partnerships, trips, Jupiter grade reporting, per session for extra-curricular activities, and teacher development workshops.

Goal and Action Plan #3

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 2014, the High School of Hospitality Management will increase the percentage of students earning a score of 80 or higher on the Comprehensive English Regents by 3%.

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 2012-13 Progress Report revealed 32% 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

- Frequent formative assessments: Teachers utilize more frequent formative assessments in order to understand what students are learning.
- Curriculum Mapping to align the English curriculum to the Common Core Learning Standards, as well as horizontally in each grade level and vertically across grades. 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.
- Common Core implementation: All content area teachers will implement the literacy standards for their content area.
- ESL Push-in: The ESL teacher pushes into the English classrooms in 11th grade 30 periods a week. She also pushes into the 10th grade English classes 5 periods a week.

B. Key personnel and other resources used to implement each strategy/activity

- Frequent formative assessments: English department teachers
- Curriculum mapping: All teachers
- Common Core implementation: All teachers
- ESL Push-in: ESL teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The target to evaluate the progress, effectiveness and impact of the strategies listed above will be on a semester basis.

- The target for frequent formative assessment is the number of formative assessments students complete on a weekly basis and the frequency of the feedback provided to students by teachers.
- The target to evaluate curriculum mapping efforts is the completion of a curriculum map for each course offered at the school.
- The target to evaluate common core implementation is the completion of the major writing tasks in all content areas.
- The target to evaluate the ESL Push-in is the number of students who achieve a 65 or higher on the English Regents and a 65 or higher on the US History Regents.

D. Timeline for implementation and completion including start and end dates

- All strategies were implemented in September 2013 and will end on June 26, 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Students are programmed for 90-minute blocks twice a week and 45-minute block once a week.
- Department teams meet bi-weekly
- Department teams meet bi-weekly
- ESL Push-in - Students were grouped based on their incoming 8th grade scores in ELA, Global Studies Regents scores, and 9th/10th grade ELA course grades. ESL

push-in support is provided for level 1 and 2 groups.

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 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Through a grant with Young Audiences, we have continued our partnership with their Literature Residency Programs which provides professional development for English Language Arts teachers in order to teach them how to use drama as a tool to help student deconstruct literature and increase comprehension of complex texts. OTPS allocations will be utilized for partnerships, trips, Jupitergrades reporting, and teacher development workshops.

Goal and Action Plan #4

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 2014, the High School of Hospitality Management will increase parental involvement by 5%.

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 2012-13 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 two parents at PA meetings. A review of the Learning Environment survey revealed that 37% of parents responded to the survey.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School Affairs committee 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.
2. Parent Coordinator – The school hired a parent coordinator who has been working diligently with the PTA to create a survey of workshops available to parents. She has been working with Community Based Organizations (CBO) that provide workshops for parents. She has participated in Open School Night, High School Fairs, and Open Houses.
3. Parent Workshops -The High School of Hospitality Management will offer a series of workshops designed to provide parents with information about College Planning, Regents Prep, Financial Planning, Gang Violence, Cyber-bullying, etc. These workshops will also be posted on Jupitergrades for virtual participation.
4. 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.
5. 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.

B. Key personnel and other resources used to implement each strategy/activity

1. School Affairs Committee – School affairs team, students in event planning club
2. Parent Coordinator – Principal
3. Parent Workshops – Parent Coordinator
4. Jupitergrades – All teachers, guidance counselor and Social Worker

5. ENACT – ENACT staff
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The target to evaluate the School Affairs committee will be the participation levels in the various clubs and/or activities sponsored by the School Affairs Committee.
2. The target to evaluate the effectiveness of the Parent Coordinator will be the level of parental involvement compared to last year and the number of workshops offered throughout the year.
3. The target to evaluate the Parent Workshops will be the attendance level at each workshop.
4. The target to evaluate jupitergrades will be the level of parental logins.
5. The target to evaluate ENACT will be the successful execution of two parental workshops.
D. Timeline for implementation and completion including start and end dates
1. All strategies were implemented in September 2013 and will end on June 26, 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. An event class was created and scheduled four days a week during 7 th period. The class is designed to support the various initiatives of the School Affairs committee. The School Affairs Committee meets once a month.
2. The Parent Coordinator works daily to develop and execute parental involvement strategies.
3. Parent workshops are scheduled monthly.
4. Parent events are scheduled throughout the year to ensure parents know how to use the website. These events include Freshman Orientation, Open School Night, Parent Teacher Conferences, etc.
5. ENACT provides a Fall and a Spring parent workshop.

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 High School of Hospitality Management will utilize the following strategies to increase parental involvement:
1. Parent Coordinator
2. Parent Association meetings.
3. Communication with parents through mailings, monthly calendars, phone calls, and emails.
4. Jupitergrades

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
OTPS allocations will be utilized for parent opportunities and events.										

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
--

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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, the guidance counselor, the school Social Worker, 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Staff participates in professional development in order to develop methods and techniques as appropriate to their own content area. Teachers receive professional development on the Danielson Rubric, Depth of Knowledge, and Common Core Learning Standards. Per teacher interest, the school provides several technology PDs including how to create websites, using Turnit in, etc. 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.
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.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are involved in the decision making process regarding the use and selection of appropriate multiple assessment measures through department teams and the MOSL committee. In September, the MOSL team, after conversations with the various departments, selected the appropriate assessment measures the school will use. Further, the Math and English departments met at the end of the 2012-13 school year to select periodic assessment measures to be used in 2013-14.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

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 1st 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

2013-2014

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.

-

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 02	Borough Manhattan	School Number 296
School Name High School of Hospitality Management		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Yves Mompoint	Assistant Principal Katia Drouillard
Coach type here	Coach type here
ESL Teacher Karan Lee	Guidance Counselor Dolores Williams
Teacher/Subject Area J. Tzall, English	Parent type here
Teacher/Subject Area J. Diller - Math	Parent Coordinator Genesis Pina
Related Service Provider Grace Chan	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	433	Total number of ELLs	25	ELLs as share of total student population (%)	5.77%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In											10	3	3	16
Pull-out										9				9
Total	0	0	0	0	0	0	0	0	0	9	10	3	3	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	10
SIFE	3	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	16

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2			7		2	16		8	25
Total	2	0	0	7	0	2	16	0	8	25

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	10	3	3	24
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	9	10	3	3	25

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										4	3			7
Advanced (A)										5	6	3	3	17
Total	0	0	0	0	0	0	0	0	0	9	9	3	3	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	14	10			24
NYSAA Bilingual (SWD)					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	10		11			3			24
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6		13		4				23
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		2	
Integrated Algebra	14		12	
Geometry	2		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	6		0	
Living Environment	6		5	
Physics				
Global History and Geography	5		2	
US History and Government	3		2	
Foreign Language		1		1
Other <u>Chemistry</u>	1		0	
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								

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 will this data 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 25 eligible students, two (2) students did not have NYSESLAT 2013 scores. Two (2) students did not receive testing at the middle school level during the 2012-2013 school year. According to the NYSESLAT 2013 results (or last known score), 17 students were rated Advanced overall, while 7 students rated Intermediate, and one (1) student did not have a NYSESLAT score in the past three years.

Of these students, five (5) ninth graders were rated advanced and four (4) ninth graders were rated intermediate. Six (6) tenth graders rated advanced, while seven (3) rated intermediate, and one (1) student had no score in the past 3 years. Three (3) 11th graders received an advanced score. Finally, three (3) twelfth graders were rated advanced.

NYSESLAT 2013 results: Speaking/Listening Sections (S/L Modalities)

General Information

- o 22 out of 25 eligible ELLs took the 2013 NYSESLAT last school year. (Reasons include absence from entire test, moved to another state before NYSESLAT exam but re-enrolled 2013-2014 school year, test not taken in middle school)
- o Two students came from a former school without taking the 2013 NYSESLAT. (2 out of 25, or 8 percent)
- o Zero (0) students tested at the beginner level in the S/L Modality in all grades. (0 percent of all ELLs)
- o Two (2) students tested at the intermediate level in the S/L Modality in all grades. (8 percent of all ELLs)
- o NYSESLAT 2013 (or most recent results): A total of 22 students tested advanced or proficient in the S/L modality. Eight (8) students tested at the advanced in the S/L modality, while fourteen (14) tested at the proficient level in the S/L Modality in all grades. Therefore, approximately 88 percent of all ELLs at HSHM tested advanced or proficient in the S/L Modality, according to NYSESLAT 2013 (or most recent) results.

NYSESLAT 2013 Speaking/Listening Data By Grades

- Two (2) 9th Graders tested at the intermediate level in the S/L modality.
- Seven (7) 9th Graders tested as advanced or proficient in the S/L Modality. (2 advanced, 5 proficient)
- Nine (9) 10th Graders tested at the advanced or proficient in the S/L Modality. (3 advanced, 10 proficient)
- Three (3) 11th Graders tested at the advanced or proficient in the S/L Modality. (3 proficient)
- Three (3) 12th Graders tested at the advanced/proficient level last year in the S/L Modality. (1 advanced, 2 proficient)

NYSESLAT 2013 Reading and Writing Sections (R/W modalities)

General Information

- o 0 out of 25 ELLs tested at the beginner level in reading and writing modalities (0 percent).
- o 7 out of 25 ELLs tested as intermediate in the reading and writing modalities (28 percent).
- o 17 out of 25 ELLs tested as advanced in the reading and writing modalities (68 percent).

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns show that students need more interventions with the reading/writing modalities, particularly writing. We help students to increase comprehension of non-fiction readings and literature by focusing on textual features. We help students to acquire academic language which they can apply to both writing and speaking.

4. For each program, answer the following:
 - a. 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?

After examining NYSESLAT 2013 data from HSHM's Freestanding ESL Language Program (or the previous years' results if 2013 test scores were not available), we found that zero (0) students tested as beginners in either the speaking/listening and/or reading/writing modalities on the 2011 NYSESLAT. Of the 25 eligible ELLs currently enrolled at HSHM, 17 tested as Advanced overall, while seven (7) tested as Intermediate.

Of 25 ELLs, ten (10) students have IEPs and require special education services. Special education students struggle with cognitive disabilities, reading problems, and other literacy issues, and 8 out of 10 students with LD are also Long-Term ELLs (LTEs). For example, all 10 special education ELLs (100 percent of ELLs with LD who took the 2013 NYSESLAT) tested as advanced or proficient in the speaking and listening modalities, but intermediate or advanced in the reading and writing modalities (9 advanced, 1 intermediate). One student is an X-coded ELL and received an advanced score on both L/S and R/W portions of the exam.

Students testing advanced or above in all four modalities received at least 4-6 years of service or more (14 out of 16 ELLs, or 87.5 percent). In the 0-3 years of service category, 2 out of 2 students (100 percent) scored intermediate in both R/W and L/S.

Sixteen (16) out of 25 ELLs are Long-Term ELLs (LTEs). Most LTEs tested advanced or proficient in speaking and listening. Two (2) LTEs tested intermediate in reading and writing. Fourteen (14) 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 academic and thematic vocabulary from and related to short stories, novels, and Flocabulary, and will participate 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 summaries and analyses based on textual evidence. 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
The child's second language is considered through planning and presentation of lessons with visuals, graphic organizers, and clear instructions. Explicit teaching of important vocabulary words, with consideration to potential cognates for those words in languages such as Spanish, helps students to increase comprehensible input of texts.
7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of programs for ELLs through the following: 1.) passing or increasing NYSESLAT scores and 2.) passing or increasing Regents examination scores (English, Global, U.S. History, Living Environment, etc.), with scores meeting or exceeding AYP for ELLs. We also evaluate written student work, oral presentations, and fluency in reading and writing through teacher-created assessments, as well as computer programs with assessment capabilities, including Empower3000.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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), Parent Coordinator (Pina), Italian teacher Mariel Liebman (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. 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.

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 Principal Yves Mompont (French/Creole), Parent Coordinator Pina (Spanish), Carmen Appel (Romanian), Italian teacher Mariel Liebman (Italian), Dolores 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

ELL students and parents are notified of the NYSESLAT schedule four weeks before the test via mail and jupitergrades email. School faculty is also informed of the schedule four weeks before the test. Parents receive a second notification one week before the test. ELL students receive individualized invitation to participate in the NYSESLAT administration. School faculty receives a

reminder email one week before the test. On test administration days, student helpers go around the school to remind students to report to their testing assignments. Students who were absent for one or more sections of the NYSESLAT are recorded by the ESL teacher and she schedules makeup days. She informs parents and school administrators. The students are picked-up by the ESL teacher when they are present in order to administer the test to them.

6. 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.) 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. [i](#)

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. In 2012-2013, two (2) the students who did take the LAB-R passed out of the test and were not eligible for ESL services.

During the 2013-2014 and 2012-2013 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.

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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
- 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 15 periods (45 minutes each, 675 minutes of instruction), and nine (9) periods of pull-out instruction to the ESL/ELA classroom (45 minutes each, 405 minutes of instruction).

Push-in Instruction

- * Certified ESL and English teachers work together to co-teach ELLs, mainstream, and special education students in 11 periods of push-in service (45 minute periods; 495 minutes).
- * Certified ESL and U.S. History teacher (11th Grade) work together to co-teach ELLs, mainstream, and special education students in 4 periods of push-in service a week (45 minutes periods; 180 minutes)
- * 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 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 Jane 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 five (5) scheduled periods (45 minutes each; 225 minutes) of pull-out instruction for 9th grade ELLs, and four (4) periods for English Regents Prep (45 minutes each; 180 minutes). In the pullout periods, the ESL teacher serves intermediate to advanced 9th grade students in a reading and writing lab for increasing academic language and literacy, as well as eligible ELLs and former ELLs in English Regents Prep.

ELLs in pullout classes need intensive instruction and intervention. Both the push-in content and ESL reading and writing intensive 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, English, and U.S. History Common Core Standards. ELLs will read and engage in project-based activities based. Selections among different grades include the short stories “The Most Dangerous Game,” by Richard Connell and “The Tell Tale Heart,” by Edgar Allan Poe (9th Grade), as well as The Brief Wondrous Life of Oscar Wao, by Junot Diaz (10th Grade), and Of Mice and Men, by John Steinbeck (11th grade). ELLs in Reading and Writing Intensive will focus on academic vocabulary, argument, debate, current 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 integrated with monolingual students. Other times, ELLs may be separated from native English speakers for pull-out literacy and Regents Prep classes.

The pull-out classes are graded, containing students from the 9th-12th grades (between intermediate 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 (see table below)?

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 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 foster language development and meet the demands of the Common Core Learning Standards.

Students receive ESL and English support and access to content areas, such as social studies, math, and science. To meet the demands of the Common Core Learning Standards, all content areas focus on developing the writing process, including brainstorming, researching, gathering evidence, and establishing a valid argument which can be proven through interpretation and analysis. All students, including ELLs, will receive explicit teaching of vocabulary, as well as strategies to understand new words in context. Additionally, opportunities to use academic language when speaking or writing will be encouraged.

The content classes of English and U.S. History have integrated ELL strategies and involvement from the ELL teacher. The Jane Schaffer Method of writing is one strategy which gives culturally and linguistically diverse learners a framework in which to create paragraphs and essays. This method of writing is co-taught in English class by both the content and ELL teacher, who have worked together in the past three years to refine the technique of teaching the formula, while increasing its practicality as a way for students to understand how to think and argue. The method is broken down in such a way that general education, special education, and ELLs alike can use it effectively in discussing and analyzing readings. Combined with the integration of academic vocabulary, and the employment of strong synonyms, students can better articulate ideas through writing. The ELL teacher is active in the process of creating and delivering lessons which help students to make arguments through the differentiation between interpretation and analysis. An integral aspect of argument is being able to not only give an opinion about the information (analysis), but to be able to see the evidence for what it actually is (interpretation). Common Core Standards in all content areas focus on the ability to state claims, choose relevant evidence, and make cogent arguments, and this is one of the central focuses of all content-area classes. Comprehensible input of content areas is increased for ELLs through metacognitive and organizational tools that include writing strategies which help students to articulate the meanings of texts and to make

connections with overarching themes in all subjects.

Another way in which content area development is supported is when ELLs engage in project-based learning, which may include the creation of PowerPoints for oral debates. Therefore, lessons in English literature and non-fiction, for example, can be merged with content area standards in mathematics, current events, 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.

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 1-2 times weekly.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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 ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are continually assessed throughout the year both formally and informally. An example of formal assessment of the four modalities, including speaking, listening, reading, and writing, are presentation and debate projects which occur several times over the course of the year. These projects contain multiple steps (drafting, researching, brainstorming, listening and taking notes during lecture, group collaboration, editing, creating multiple drafts of essays and Powerpoint presentations, and ultimately oral presentation) and are effective in assessing progress of ELLs in the four modalities. Students are assessed by the ELL teacher as well as other instructors who give comments to students regarding oral presentation, writing skills, mechanics, and listening skills. NYSESLAT and Regents preparation for ELLs helps teachers to assess skills, growth, and problems that students may be experiencing in any of the four modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 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.

collaborative skills. Teaching techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in 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.

- 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.

- e. Describe your plan for Former ELLs (1 to 2 years after passing the NYSESLAT exam).

Former ELLs receive push-in classes in general education classes, including U.S. History and English. They continue to receive ESL strategies in both reading in the classroom, and receive personal attention in writing paragraphs and essays.

Former ELLs are eligible to attend afterschool ESL and Regents Prep classes. They are also enrolled in a special English Regents Prep class during the school day if they did not pass the test. Former ELL students receive the same testing accommodations as current ELL students including extended time, use of bilingual dictionaries, three readings of the listening passage on the Regents Exam, and use of a glossary.

7. 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?

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, while whole group instruction should focus upon creating meaning through collaborative examples (such as in showing a new strategy for writing topic sentences and eliciting feedback from students to complete the task).

The Certified ESL teacher works with content area teachers to deliver lessons that explicitly teach vocabulary and literacy skills, while encouraging higher-level thinking, with a focus on writing and formulating interpretation and analyses based on evidence. 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs with LD have reading/writing intensive with Ms. Lee, the Certified ESL teacher, where they work on literacy, writing, and test preparation (i.e. PSAT, NYSESLAT, etc.) Both ELLs and former ELLs with LD are enrolled in English Regents Prep, where they receive multiple strategies and practice in writing essays. ELLs with LDs are integrated into all classrooms, and are able to benefit from a number of literacy strategies, including graphic organizers, RAP strategy for writing, paragraph and essay writing formulas, and instruction with more than one teacher, 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

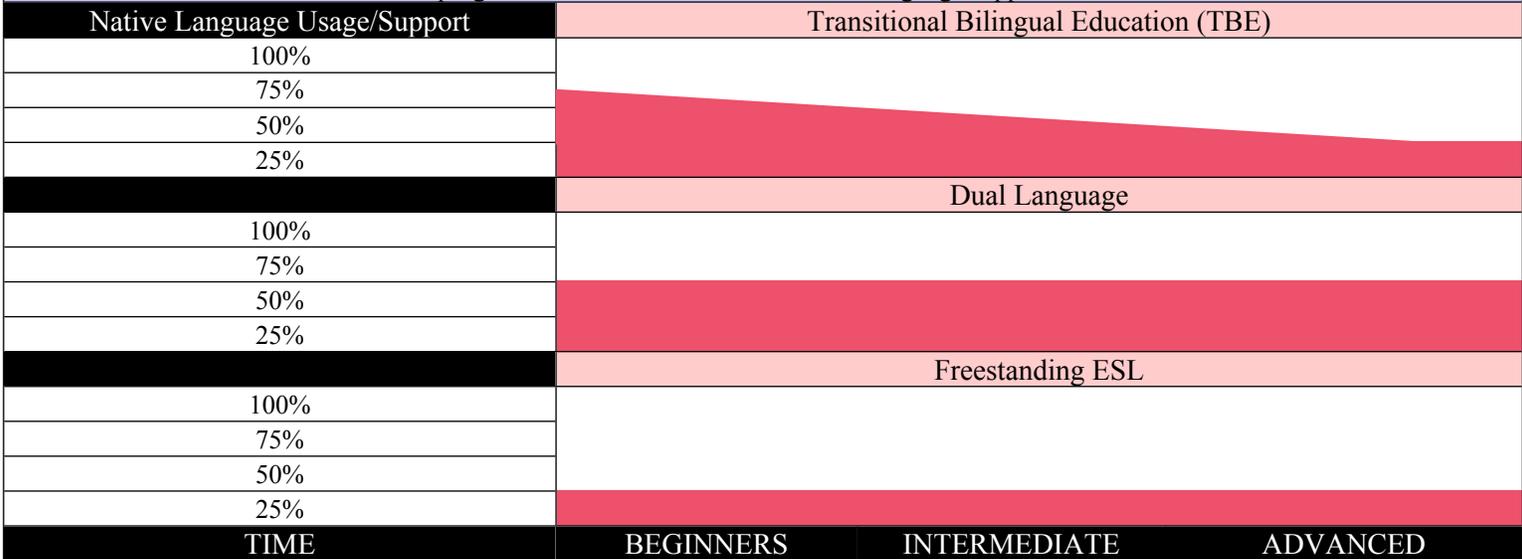
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.
ELL students are invited and/or selected to participate in after-school tutoring and Saturday Academy to support preparation for Regents.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
HSHM's current push-in and pull-out model resulted in 7 students becoming proficient on the NYSESLAT in July 2013.
11. What new programs or improvements will be considered for the upcoming school year?
We will continue to monitor various data points for ELL students (including periodic assessment data, mock regents data, teacher constructed tests) and make adjustments as necessary.
12. What programs/services for ELLs will be discontinued and why?
As of now, no programs/services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students participate in all extra-curricular activities and academic support programs offered at HSHM. They are informed of these opportunities using the same methodology used to inform all students in the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
ELL students receive Empower3000 support which provides them with high quality, on level, nonfiction reading and writing opportunities. ELL students participate in blended learning opportunities created by their classroom teachers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students have access to bilingual dictionaries, exams in native language, and resources (such as glossaries) in native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
All services, support, and assistance to ELLs are based on school's knowledge of students. Instructional outcomes are planned and assessed based on appropriate methodologies.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Incoming HSHM students are invited to participate in a June orientation and a summer bridge program. Further, parent meetings are scheduled as appropriate to discuss students needs.
18. What language electives are offered to ELLs?
All HSHM students, including ELLs complete two credits in Italian.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 2009-2013=58 hours

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

LAP Training for Administrators from OELL – 3 hours

2013-2014 PD: Intervisitation with Manhattan Bridges - 7 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:

- * Project-Based Learning for ELLs (October/November)
- * Best ESL Practices and Methodologies in the Language and Content Area Classroom (December/January)
- * Interpretation vs. Analysis: A Writing Workshop [With an ELL focus] (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.) Teachers of ELLs receive professional development on Common Core Learning Standards in conjunction with the English Department for at least 2 hours a month, particularly in terms of implementation of writing strategies, vocabulary, and creating learning environments which support ELLs and learners at-risk.

3.) Staff receive ELL techniques and teaching strategies for students transitioning from middle school to high school, which is implemented through the Bridge Orientation and the Reading/Writing Intensive advisory for ELLs and Former ELLs. Further, the ESL teacher serves as a resource to content area teachers.

4.) 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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 available after school programs 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. The Parent Coordinator, Genesis Pina, conducts and organizes outreach to parents in both Spanish and English.

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, Romanian, and Italian.

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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Hospitality Management

School DBN: 02M296

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yves Mompont	Principal		1/15/14
Katia Drouillard	Assistant Principal		1/15/14
Genesis Pina	Parent Coordinator		1/15/14
Karan Lee	ESL Teacher		1/15/14
	Parent		1/1/01
Jennifer Tzall	Teacher/Subject Area		1/15/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dolores Williams	Guidance Counselor		1/15/14
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: M296 School Name: High School of Hospitality Managem

Cluster: 4 Network: 405

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

Part A: Needs Assessment Findings

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

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: Albanian (3), Amoy (1), Arabic (1), Bengali (4), Cantonese (6), English (180), French (2), Haitian Creole (2), Indonesian (1), Malinke (1), Nepali (1), Tagalog (1), Portuguese (1), Spanish (225), Urdu (1), Wolof (1), and Yoruba (1), for a total of 432 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

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.

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 is 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: H.S. Hospitality Management	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: During School
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"> • Per session 		

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