

**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 17	Borough Brooklyn	School Number 408
School Name The Academy of Hospitality and Tourism		

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 Adam Breier	Assistant Principal Grace Garofolo
Coach type here	Coach type here
ESL Teacher Cornelia Sabin	Guidance Counselor Kevin Odoi
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tamika Hardwick
Related Service Provider type here	Other type here
Network Leader(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	0	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)	300	Total number of ELLs	60	ELLs as share of total student population (%)	20.00%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										13	23	12	12	60
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	13	23	12	12	60

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	53	ELL Students with Disabilities	4
SIFE	22	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	6

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	53	20		1	1		6	1		60
Total	53	20	0	1	1	0	6	1	0	60

Number of ELLs who have an alternate placement paraprofessional: 1

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	
	ELL	EP	ELL	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
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										4	3	3	1	11
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	1	0	0	1
Arabic										6	2	1	0	9
Haitian										3	15	6	11	35
French										1	0	1	0	2
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										1	1	0	0	2
TOTAL	0	15	22	11	12	60								

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)										12	8	0	2	22
Intermediate(I)										1	6	6	5	18
Advanced (A)										4	6	5	5	20
Total	0	17	20	11	12	60								

NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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									0
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									0
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	30		3	
Integrated Algebra	25		6	
Geometry	4		3	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry	1		0	
Earth Science	18		1	
Living Environment	11		0	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	31		16	
US History and Foreign Language	16		3	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.
The school uses Fountas and Pinell assessment tool.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT and LAB-R data show that the ELLs score better in listening and speaking modalities than in reading and writing modalities. Also, a large number of 10th graders score in Intermediate ESL.
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](#))
Our school recognizes the importance of all four modalities (reading, writing, listening and speaking) while learning a foreign language and in content area subjects. The teachers in our school provide plenty of opportunities for discussions, writing, listening and writing.
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?
Analyzing the Periodic Assessments we can say that the ELLs scored better in test taken in their native language than in test taken in English. Although our school doesn't provide a dual language program or a bilingual one, it encourages the teachers to use the students' native languages in instruction. Exposure to the native language varies from translations of every day assignments to translations of entire units.
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
In teaching new vocabulary, the teachers are making sure that they give students explanations in English and their native language

whenever possible. The students are also being provided with glossaries in their native languages that can be used in different classes, along with dictionaries.

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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Annually, all ESL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teacher, along with outreach assistance from Ms. Calixte and the parent coordinator, Ms. Hardwick coordinates and Mr. Nunez administers the NYSESLAT. Students are administered the test in a private setting. Make-ups are available for absent students. Students who do not pass the NYSESLAT (and who fail to be present for test dates and make-up opportunities) are programmed in ESL classes the following academic year according to the levels indicated by their NYSESLAT scores. Again, beginners receive 600 minutes weekly, intermediates receive 400 minutes, and advanced students receive 180 minutes of ESL along with 200 minutes of ELA. All ELLs remain in the appropriate ESL class (as indicated by the NYSESLAT) until they test out of the ESL (pass the NYSESLAT test).
2. 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.
 2. The following structures are in place to ensure that parents of ELLs understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL): Once a student has been identified (within the first 10 days upon arrival) as an English Language Learner, the ESL teacher, Ms. Sabin, sends an Entitlement Letter to the child's home along with the Parent Survey and Program Selection Form. These forms are sent in both English and the home language. The letter informs the parents/guardians that their child qualifies for ESL services based on his/her LAB-R scores. The letter also indicates the date and time of the next

parent orientation to be held on campus. These orientations are tentatively scheduled (often in conjunction with PTA meetings) once every two weeks unless there have not been any newly admitted ELLs. The letter requests that the parent please attend the informational orientation session and that the parent brings the Parent Survey and Program Selection Form with them when they come.

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

3. 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 [\[see tool kit\]](#).)

3. Entitlement letters and program selection:

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

4. 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.

4. Criteria and procedures for programming of identified ELLs:

All of the following determine the programming of identified ELLs:

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

5. 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.

The students are administered NYSESLAT, Speaking test, individually. The ESL teacher is administering the test, while another teacher is scoring the students as they are asked the questions from the Speaking test. Reading, Writing and Listening are administered to the whole class, in different days. The students that are not taking NYSESLAT while scheduled are to take it in a different day, when they can make up the tests they missed.

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. [①](#)

6. The selection trend:

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

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])?
 - 1 a. Organizational Models: The organizational model of ESL instruction at the Academy of Hospitality and Tourism (AOHT) is homogeneous.

b. Program Models: The program model is Ungraded and Homogenous -- all students regardless of grade are placed in classes according to their proficiency levels on the LAB-R and NYSESLAT (i.e. beginners, intermediates, and advanced)
2. How does the organization of 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)?
 - 2 a. Explicit ESL and ELA instruction minutes are delivered on our Self-Contained ESL Program as per CR Part 154. All beginners have three 40 minute periods of ESL each day five times per week, thus exceeding the requirement of 600 minutes per week of ESL for beginning ELLs. All intermediate students have two 40 minute periods of ESL each day five times per week, thus exceeding the requirement of 400 minutes per week of ESL instruction for intermediate ELLs. All advanced students have one 40 minute period of ESL instruction five times per week, as well as one 40 minute period of ELA instruction five times per week, thus exceeding the requirement of 200 minutes per week of ELA instruction. Since the only program model at AOHT is Self-Contained ESL, NLA instruction is not offered.
3. 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.
 3. a. The ESL teacher uses a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, science texts, informational readings, poetry, historical nonfiction, and drama. In addition, "Keys to Learning" and "Keystone" series are utilized to teach students English across all content areas. Technology is utilized to increase student interest in achievement.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Although the ELLs are not taught in their native language in our school, they have plenty of exposure to their native languages

through texts, tests, and tasks translated in their native languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ELLs are tested in all four modalities throughout the year. The ESL teacher is designing assessments that measure all four modalities like listening tests, reading tests, discussions and written projects.
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).

6 a. Instructional plan for SIFE:

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

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

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

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

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

d. Instructional plan for Long-Term ELLs:

In order to help Long-Term ELLs meet graduation requirements and achieve academic success, an online Academy is being developed for the content area courses, such as History, English and Science. All long-term ELLs are encouraged to attend the program offerings by their ESL and content area teachers. Furthermore, like the 4 - 6 year ELLs, these students are tracked and discussed on a monthly basis by the ESL teacher, content area teachers and guidance counselors.

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

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

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?
Whenever possible the teachers of ELLs translates materials, tasks and texts in the students' native languages.
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?

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

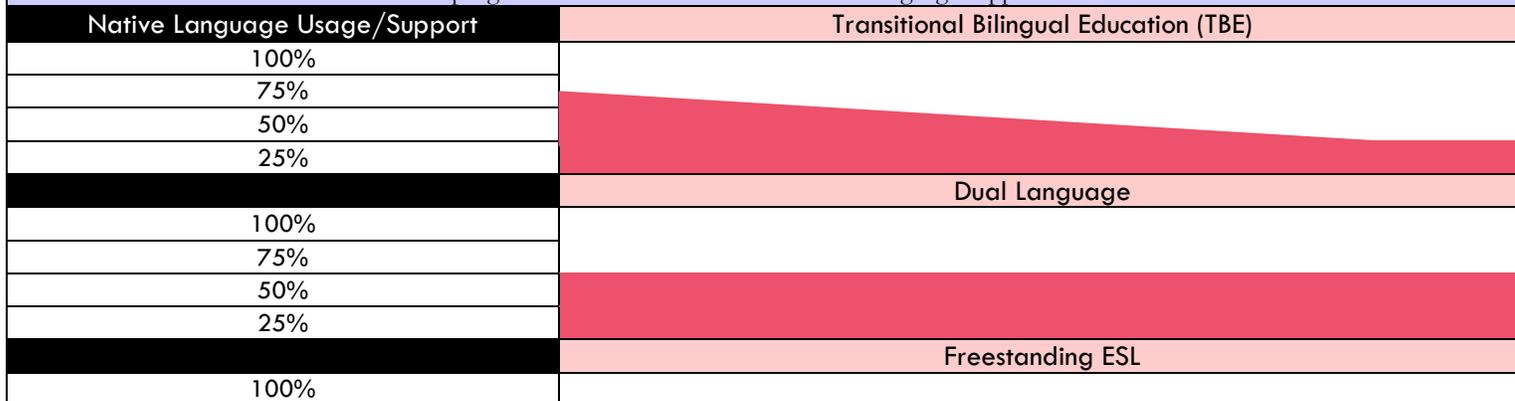
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
An online academy is being developed. As a resource a peer tutoring is also being developed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
More and more ELLs are developing great skills in language development, as seen in the the ELA and NYSESLAT compared modalities from one year to another or the same type of questions from one ELA test to another.
11. What new programs or improvements will be considered for the upcoming school year?
11. There are currently no new programs bring considered for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
12. Presently, there are not any programs or services to be discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All school programs, including after-school tutoring, sports teams, internships and the Exploring Program are offered to all students, including the English Language Learners Peer tutoring is also available to students who participate in a school activity or team but who need assistance maintaining the appropriate grade averages do so.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. A variety of materials to support the learning of ELLs are used at the Academy of Hospitality and Tourism. First, we have a leveled classroom; library consisting of multiple genres: informational; realistic fiction, biography, memoir, poetry, historical fiction, and traditional literature. Books are also available in student's home languages, and audio books are used during reading workshop. Secondly, art, music and media are regularly intertwined into lessons by way of song lyrics, visual aids, and short films from other cultures to give students multi-cultural background knowledge. Most books come with software for student use and practice, and bilingual dictionaries are readily available in most content area (and ESL) classrooms. In addition, Smart Board technology is used across the curriculum.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Although native language instruction is not offered at the Academy of Hospitality and Tourism, native language support is available. A leveled classroom library consisting of books of multiple genres and in students' home languages is available to all ELLs in the ESL classroom. In addition, newcomers are given a buddy of the same native language to assist them in acclimating to their new environment and their classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. All required services are designed to support and correspond to high school aged students.
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.
17. All registered new students are invited to the two-day New Student Orientation prior to the beginning of the school year. The ESL teachers and content area teachers attend to assist in the daily ACTIVITIES, SUCH AS "College Readiness" talks, a tour of the building and classrooms, and opportunities to ask upper-class students and teachers' questions about the upcoming high school experience.
18. What language electives are offered to ELLs?
18. Spanish is offered at the Academy of Hospitality and Tourism.
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)?

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

2. The ESL teacher will be provided with professional development like: Center for Applied Linguistics (CAL) Promoting Education Networks (PEN): Standards-Based Instruction for Secondary English Learners and NYC Collaborates: School Study Tour-Educating ELL.

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

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

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

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

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

Parents are involved in all in aspects of AOHT. The SLT and PA of course attend workshops and accompany as trip chaperones when possible..
 2. Partnerships with other agencies or Community Based Organizations:

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

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

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

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adam Breier	Principal		11/14/13
Grace Garofolo	Assistant Principal		11/14/13
	Parent Coordinator		1/1/01
Cornelia Sabin	ESL Teacher		11/14/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: _____ **School Name:** _____

Cluster: _____ **Network:** _____

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.

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.

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.

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.

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>.

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

17K408

School Name:

**ACADEMY OF HOSPITALITY AND TOURISM HIGH SCHOOL – ERASMUS HALL
CAMPUS**

Principal:

ADAM BREIER

Comprehensive Educational Plan Outline

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Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 17K408
School Type: NA Grades Served: 9, 10, 11, 12, SE
School Address: 911 Flatbush Avenue – Brooklyn, NY 11226
Phone Number: (718) 564-2580 Fax: (718) 564-2581
School Contact Person: Paul Heymont Email Address: pheymon@schools.nyc.gov
Principal: Adam Breier
UFT Chapter Leader: Jack Shvarts
Parents' Association President: Monica Brandt and Andrene Girdey
SLT Chairperson: _____
Student Representative(s): Roja Burke

District Information

District: 17 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: (718) 968-4100 Fax: (718) 968-4100

Cluster and Network Information

Cluster Number: 521 Cluster Leader: Alan Dichter
Network Number: 521 Network Leader: Alan Dichter

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Adam Breier	*Principal or Designee	
Diana Calixte	*UFT Chapter Leader or Designee	
Monica Brandt/Andrene Girdey	*PA/PTA President or Designated Co-President	
Indira Kemp	DC 37 Representative, if applicable	
Roja Burke, Joshua Brandt	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Leticia Latores	Member/	
Lyndawese Lowe	Member/	
Evan Wheeler	Member/	
Camille Boyd	Member/	
	Member/	

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

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Academy of Hospitality & Tourism , known as AOHT, is a New York City public school, located in District 17, Flatbush, Brooklyn. Created in 2006, our vision is to provide students students with the academic, social and professional skills necessary for global economic leadership.

Through the study of business theory and foundations complimented by the observation, practice and application of business skills in the hospitality and tourism professions, students experience an education that connects the classroom with the real world and its high expectations.

With our high quality instruction, mentoring and job shadowing programs, paid internships, international exchanges, and highly personalized support structure, students will graduate with the skills and knowledge necessary to succeed in college, the workplace and the world beyond.

This is made possible through our affiliation with the National Academy Foundation (NAF) and our industry-based Advisory Board.

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

AOHT serves students in Grades 9-12, many of whom are recent immigrants or come from families where English is not the primary language. Our ELL percentage, 19% last year and growing, directs our attention to their needs.

In everything we do, we measure ourselves against our Theory of Action: If we believe in the importance of learning and hold ourselves and those around us to the highest expectations, then all students and faculty will achieve greater success – together!

Among the strengths that characterize our school is our small size and close community, bolstered by a system of advisory classes and activities spurred by the interest of students and teachers, including active intra-mural and

extracurricular sports such as Archery and Table Tennis and a Food Club that ties its activities to community service and cultural diversity. Regular Teacher Team meetings build closer relationships among faculty members. This fosters a culture of collaboration that enables us to face many challenges, including helping a large part of our student body learn English and adjust to new cultures. The success of these efforts can be seen in our frequently award-winning status within the National Academy Foundation and the awards and scholarships won by students through our business connections and programs.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our 2013-14 Quality Review, we need to further develop our proficiency with the instructional shifts and Danielson Framework, including especially including questioning techniques that promote higher order thinking as evidenced in students’ work products and discussions.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 all teachers will have participated in cycles of professional development that help in the improvement of questioning and discussion techniques, which will also be a focus of all classroom observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Professional Development presented by CUNY School Support Organization staff will incorporate questioning techniques in presentations on all topics. Specific attention will be given to application of these techniques to meet needs of SWDs, ELLs and high needs subgroups.	All Teachers	September-June	Principal, APs, CUNY School Support Organization Staff, Lead Teachers
Cycles of Observation to include a school-wide focus on questioning, with particular attention to the needs of SWDs, ELLs and high needs subgroups.	All Teachers	September-April	Principal, Ass’t Principals
Presentations to parents through SLT and PA and other opportunities to engage them in our development and to support the efforts of their students.	All staff	September-April	Principal, Ass’t Principals
Saturday Parent MOSL class more closely connects parents to school community, and helps build element of trust and collaboration	Teachers	October-June	Principal, Ass’t Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Danielson Implementation Workbook
 Other books to be identified
 Advance Materials
 Aris Learn

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By end of Term 1, improvements in questioning and discussion technique should be visible in classroom observation and reflected in an upward curve in Advance rating data.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	y	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
A relatively high rate of suspensions in the past has resulted from not having effective means of resolving poor behavior that falls short of serious disruption or danger.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
We will improve the learning environment by implementing and monitoring measure short of suspension, especially a Ladder of Consequences. We intend to reduce the number of unnecessary suspensions and issues by providing a method for teachers to better manage Level 1 and 2 infractions in classrooms.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Development of Ladder of Consequences, providing teacher management tools for minor infractions. Consistency of use of the Ladder, and its built-in opportunity for self-correction help build the element of Trust 	All Students	August-September	Dean of Students, Principal, APs
<ul style="list-style-type: none"> • Presentation of Ladder and professional development for teachers and posting of Ladder information in all rooms • Introduction of Ladder to all students, including SWDs, ELLs and high-need subgroups 	All Teachers	September-October	Dean of Students, Principal, APs Advisors
<ul style="list-style-type: none"> • Consistent use of Ladder in classroom, including imposing detention where appropriate 	All Teachers	September-June	Dean of Students, Teachers
Development of Detention Room as supportive environment for students, including instructional support. By requiring parent notification/consent for detention, we are able to involve parents in the process of improving school tone. Information is regularly posted to JupiterGrades so parents are aware.	Entire School	September-June	Dean of Students, Principal, APs, Detention teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development materials for teacher introduction
 Laminated posters for all classrooms
 JupiterGrades to record infractions leading to detention
 Improved detention room procedure, with documentation

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Reduced number of principal suspensions based on classroom infractions, reduced number of students removed from class by Dean

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Examination of suspension and detention data at term end, compared with data for Term 1 2013-14

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Pass rates for Regents exams in a number of subjects, especially Global History, Living Environment and Algebra continue to be an issue, with pass rates in some terms in the 30%-45% range. In many cases, through inquiry and item analysis, we have identified literacy and academic language as key factors, and will address them in the coming year through further analysis by teacher teams, and development of strategies for remediation and teaching of key skills. We have particularly identified black male students as a target group.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all AOHT teachers will have engaged in collaborative inquiry by subject, and in collaboration with teachers across content areas to identify key areas of difficulty for students, especially those that are apparent across content areas, and will implement strategies for remediation that will result in at least 5% improvement in the pass rates for the three target Regents exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Content Team meetings to plan and organize subject-specific inquiry, using data from past exams and constructed data from inquiry	Black male students	September –June	Principal Asst. Principals All Teachers
Cross-content school-wide sessions as needed to identify common threads among departments and coordinate strategies		September- June	Principal, Asst. Principals CUNY School Support Organization
Writing Project team (implementation of literacy and grammar strategies to support writing in classes and exams		October- June	Writing project committee, Principal, APs

Use of JupiterGrades and other means of notification to keep parents informed of student needs in preparation for exams and strategies	All Parents	October-June	Administration, Testing Coordinator
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Source data (ATS, STARS, Aris)
Team-created assessments and tasks

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Completion and shareout of Inquiry Team results at end of Term 1 as preface to Term 2 extensions

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the data from Advance, 63% of teachers at Academy of Hospitality and Tourism were rated Effective in Measure of Teacher Practice. In addition, 10% were rated Ineffective while 27% were rated Developing. In alignment with the Citywide Instructional Expectations and in order to ensure quality instruction for students, AOHT will collaborate with the professional development committee and individual teachers to ensure all teachers receive differentiated professional development that is aligned with their needs as reflected in their observations and needs of their students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By September 2015, Academy of Hospitality and Tourism will have a 5% increase in Effective and Highly Effective teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
School-Wide Instructional Focus : <ul style="list-style-type: none"> • AOHT’s administration will review and analyze data from teacher observations from the previous school year and identify gaps between teachers’ observations and student outcomes. • Based on review from the data and in collaboration with the Instructional Leadership Team; Administration will determine a school-wide instructional focus for the year. In partnership with the Instructional Leadership Team, Professional Development opportunities will be provided for staff in support of meeting the expectations of the school-wide instructional focus.	All Teachers	September-June	Principal, Assistant Principals, Instructional Leadership Team

<ul style="list-style-type: none"> • Through frequent cycles of observations, AOHT administrators will determine the effectiveness of individual teachers' professional development plan and make adjustments accordingly. In particular, during these observations, close attention will be paid to needs of SWDs, ELLs and high-need students. • AOHT will work closely with the CUNY School Support Organization to ensure school personal at all levels have access and opportunities to participate in professional development. This PD will include attention to techniques for working with SWDs, ELLs and other high needs students. • AOHT will collaborate with other schools on the campus and in the CUNY SSO network to exchange best practices. 	All Teachers	September-June	Principal, Assistant Principals, Instructional Leadership Team, CUNY SSO

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teacher MOTP Score
- Teacher performance data, i.e. scholarship reports and student assessment results
- Teacher Observation Reports
- School Quality Guide Report
- Simple K-12 online access
- Engaged NY

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

AOHT's administration will meet quarterly to review data from teacher observation reports and look to identify trends of gaps in teachers' practice. Based on the results of the data review, administrators in collaboration with teachers will make adjustment to their professional development plan.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The School Environment Survey for 2013-2014 showed AOHT “approaching target” in school culture, leaving room for improvement. We have identified this as an area where we can make significant progress that will impact on other areas as well; engaged students and parents are a strong support for academic achievement as well, and for lessening issues of discipline as well.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, AOHT will have increased family and community ties by creating new avenues for parent participation, stronger parent organizations, increased student activity choices and a strengthened student government system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Election of Parent Association officers and SLT representatives	All Parents	October-October	Principal, APs
Addition of new extra-curricular programs including Ping Pong Club and Olympic Archery, Soccer Madness, other sports events	All Students	September-June	Principal, teacher sponsors of clubs
Continuation and development of existing programs, including Food Club/Community Service and National Honor Society	All Students	September-June	Principal, club advisors
Creation of parent activities, including opening MOS certification weekend class for parents, alumni and alumni parents to increase community connection to school and encourage students to accompany parents on weekends for tutoring and make up. This	All Parents, Alumni, Alumni Parents	November –April	Principal, business teacher, student assistant teacher

activity creates a collaborative atmosphere among parents, staff and students and addresses the element of Trust.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Computer Lab
 Licensing for Microsoft Course
 Sports Equipment
 Per Session hours
 Weekend permits

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Multiple benchmarks, including student participation levels, parent participation in meetings as well as classes.

Part 6b. Complete in **February 2015**.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Did not pass Regents exam or owes credits	Tutoring, on-line learning	Small group and online one-to-one	Before, after and during school day, weekend
Mathematics	Did not pass Regents exam or owes credits	Tutoring, on-line learning	Small group and online one-to-one	Before, after and during school day, weekend
Science	Did not pass Regents exam or owes credits	Tutoring, on-line learning	Small group and online one-to-one	Before, after and during school day, weekend
Social Studies	Did not pass Regents exam or owes credits	Tutoring, on-line learning	Small group and online one-to-one	Before, after and during school day, weekend
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Did not pass Regents exam or owes credits	Counseling, placement assistance	Small group and individual	Before and during school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
School Hiring Committee meets with all applicants to evaluate their qualifications. Only teachers with appropriate licenses are considered.

2b. 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).
<ul style="list-style-type: none"> Professional Development as provided by internal resources: Principal, Assistant Principals, Lead Teachers, Dean and Safety Staff Professional Development as provided by the City University of New York PSO Professional Development as provided by the NYCDOE offices and institutions during Chancellor Conference Days for Professional Development Professional Development as offered by private institutions and paid for by AOHT out of its budget Teacher program as designed and developed to maximize teacher and student success

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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 meet as both members of department teams and in school-wide meetings determining assessment and instructional material decisions.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	237,340	x	19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	12, 19
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,490,252	X	10, 12, 14, 16, 19

¹**Explanation/Background:**

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[School name], 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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Academy of Hospitality&Touris	DBN: 17k408
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):

Part B: Direct Instruction Supplemental Program Information

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

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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 Academy of Hospitality and Tourism is a 9-12 unscreened high school and has a population of 289 students, 43 of those students are ELLs. The breakdown is as follows:

- 8 Advanced - 21 Intermediate - 10 Beginner - 4 No Shows

- Direct Instruction Rationale - Targeted instruction will target two groups (first is under credited ELL students and the other is beginner and intermediate level ELL students. Aventa online credit accumulation courses will be offered through our Aventa online learning platform; these are our long term ELLs in need of support, . The Aventa program is a made up course for a class that the student has already failed. Subjects offered include, but are not limited to history, english, math, science, health, LOTE and elective courses. Our certified ELL teacher will work with our ELLs in decoding text and will assist in application of learned content and skills into assignments. The goals of the credit recovery aspects are to provide additional support for struggling and off track ELL students. Completion of these courses will earn them credit, which in turn will move them closer toward meeting their graduation requirement. The computer skills aspect was created with the rational that ELL students need to take multiple English courses, as a result they are programed for our technology and business electives. This would provide them an opportunity to be better equipped with skills that will help them succeed in post-secondary skills as well as in the business world. Parents would also be offered the computer skills class.

- Beginner students will use Oxford picture dictionary and Vocabulary reinforcement activity guide as well as two audio Cd's to develop word recognition, vocabulary and audio recognition. They will also focus on picture to word activities throughout subject areas.

- All programs are expected to be measured based on ELA state assessments and on the NYSELAT

- The program will be scheduled twice a week for 1 hour sessions, one after school, one before school.

- Funds will be used to pay per session to ELL teacher as well as to subject area teachers for the purpose of subject specific tutoring in the assigned online course. They will also be used to buy seat lincenes for

Part B: Direct Instruction Supplemental Program Information

the online courses.

- English

- 1 ESL, 1 Math, 1 Career and Technology

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: Our certified business teacher, will participate in the ELL STEM Collaborative sponsored by the DELLSS. Participation in this professional development collaborative will provide Mr. Affoon the connections needed for our ELL population to have work with renowned organization in STEM fields. Our business teacher provides our ELLs with Business Content Area Instruction as well as access to internship opportunities. Mr. Affoon will help ELLs build Business vocabulary and the skills required to compete in our internship program. The ELL STEM Collaborative will support Mr. Affoon in servicing our ELLs in our Business Program.

Our Creole speaking certified math teacher will participate in A Gateway to STEM - Math Institute PD cohort 1: Math educators of all ELLs. This PD will provide Ms. Calixte will learn the appropriate scaffolding techniques to make algebraic concepts accessible to ELLs. Also this PD will provide him with math vocabulary instruction techniques for ELLs.

Our certified ESL teacher, will take the Response to Intervention Framework for ELLs online PD. This PD holds significant promises for better serving English Language Learners (ELLs) who are at risk for academic difficulties such as her students who have interrupted education. Furthermore it will provide strategies for working with her linguistically and culturally diverse student population. Specifically it will help her build upon students varied levels of literacy as well as how to use the classroom diversity in ways to promote English Language acquisition.

Due to the fact that these are free professional developments the 10% will be applied in part A direct instruction.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Adult Education Saturday Program - Parents will learn computer skills of varying difficulty, from basic operations to Microsoft Office Specialist Certification. They will be taught by our schools career and technology teacher, who will be assisted by an ELL student as well as on occasion by the ELL teacher. The purpose is to allow parents to stay better connected to the school and their child's work. They will also be better able to assist with school work and be more marketable to possible employers.

For parents with no English skills basic navigation skills will be offered. We will have walking trips around the neighborhood with stops at the post office, police station, library and supermarket. We will teach basics of the Mass Transit system in NYC.

- This will be an ongoing program for two hours per Saturday
- Basic computer skills, email, Microsoft office, excel and power point
- Certiport in conjunction with Microsoft
- Mailing, phone and face to face when able
-

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	_____	_____

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">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____