

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

**DBN: (i.e. 01M001):**

**02M296**

**School Name:**

**HIGH SCHOOL OF HOSPITALITY MANAGEMENT**

**Principal:**

**YVES MOMPOINT**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High school School Number (DBN): 02m296  
School Type: Public Grades Served: 9, 10, 11, 12  
School Address: 525 West 50<sup>th</sup> Street, New York, NY 10019  
Phone Number: 212-586-0963 Fax: 212-265-1307  
School Contact Person: Yves Mompoint Email Address: ymompoi@schools.nyc.gov  
Principal: Yves Mompoint  
UFT Chapter Leader: Wayne Berning  
Parents' Association President: Elizabeth Medina  
SLT Chairperson: Bridget Bordiuk  
Student Representative(s): Jose Roman, Sumaiya Hassan, Xiu Lan Wu

**District Information**

District: 02 Superintendent: Fred Walsh  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, New York, NY 10001  
Superintendent's Email Address: fwalsh@schools.nyc.gov  
Phone Number: 212-356-3739 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 405 Network Leader: Michael Mehmet

## 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)
Yves Mompont	*Principal or Designee	
Wayne Berning	*UFT Chapter Leader or Designee	
Elizabeth Medina	*PA/PTA President or Designated Co-President	
Yolanda Torres	DC 37 Representative, if applicable	
Jose Roman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bridget Bordiuk	Member/Teacher	
Jennifer Shuman	Member/ Teacher	
Damaris Bracero	Member/ Parent	
Doraba Hiraldo	Member/ Parent	
Sumaiya Hassan	Student Representative	
Xiu Lan Wu	Student Representative	
	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.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> 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.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> 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.
•	<b>Effective School Leadership:</b> 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.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> 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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

The High School of Hospitality Management was established in 2004. It is located in the heart of the resurgent Clinton area of Manhattan, where there is the highest concentration of hotel and hospitality establishments in New York City. Through a rigorous curriculum, students will develop problem-solving skills that prepare them for post-secondary education, as well as exciting careers in hospitality management and culinary arts. This challenging school combines a curriculum that provides traditional academic courses as well as career and technical courses. Our professional staff, along with parents and students, are equal stakeholders in the creation of an invigorating and supportive learning environment.

84% of students attending the High School of Hospitality Management are eligible for Title I services and support. The demographic of the students is currently 70% Hispanic, 22% Black, 8% Asian. The population is 32% male and 68% female. 20% of students have an IEP and 6% are English language learners (ELL).

As of 2013-14 our attendance rate was 82%. Our 4-year graduation rate was 73%, with a 6-year graduation rate of 81%. 47% of students were enrolled in college within 6 months.

Strategic collaborations and partnerships:

Over the last several years, we have developed and nurtured several partnerships to help us fulfill our mission and vision:

National Academy Foundation (NAF) – NAF provides curriculum support and professional development for teachers. Through our advisory board, we receive experiential learning opportunities such as Job readiness workshops, job shadowing, and internships.

Careers through Culinary Arts Program (C-CAP) – C-CAP provides curriculum support and professional development for teachers. C-CAP also provides work-based experiences as well as scholarship opportunities for students.

Hunter College - Peer Enabled Restructured Classroom (PERC)/Teaching Assistant Scholars (TAS) – Hunter College provides professional development for teachers, as well as training/job opportunities for students. Further, it provides access to a range of College Now courses.

Young Audiences (YA) - Young Audiences supports literacy instruction in the 9<sup>th</sup> and 10<sup>th</sup> grade English classes through the use of dramatic interpretation of literature.

Learning Partners Program (LPP) – LPP provides leadership development through inter-visitations in order to learn and share best practices that supports teacher development and student growth.

Office of Teacher Effectiveness – The Teacher Development Coaches program provides professional development, as well as instructional and pedagogical support for teachers.

College Access Research and Action (CARA) – CARA provides teacher professional development, student internships, and youth leader training to promote post-secondary pathways.

Teaching Matters (TM) – Teaching Matters provides leadership development training to enhance the functionality, efficiency, and effectiveness of our teacher teams.

#### School Strengths:

We maintain a culture of mutual trust and positive attitudes that supports academic and personal growth of students and adults. We establish a culture for learning that communicates high expectations of staff, students and families, and provide supports to achieve those expectations. We make strategic decisions around partnerships, programming, and structures to support the school's mission and vision.

#### Accomplishments :

The following structures and teams have helped to create and maintain the culture that we are proud of:

- Functional National Honor Society chapter
- CEP teams: Attendance Team – provides incentive programs to celebrate and promote the importance of attendance to enhance academic achievement; College and Career team – created College and Career Continuum and provides experiential learning opportunities for students; Health and Wellness team – develop programs to support the social and emotional development of students; School Affairs – create events and activities to promote school spirit and a positive school culture; Tech Integration Team – provides professional development and help develop/maintain school website.
- Youth Development Team- provides professional development for teachers and social/emotional support for students.

#### Challenges:

- Raising student attendance rate
- Ensuring meaningful discussion and questioning practices in classrooms
- Increasing Parental involvement

#### Growth:

In 2012-13, we invited Cambridge Education to conduct a mock quality review for our school. One recommendation from the mock review was to improve curriculum maps. As a result, the school identified the essential elements that curriculum maps should include. As of October 2014, for the first time since the school opened, we have curriculum maps for every subject.

During 2013-14, we partnered with Teaching Matters. Through this partnership, teacher leader capacity was developed leading to improved inquiry work. As a result, the school identified academic vocabulary and academic/personal behaviors to enhance student college readiness. As of October 2014, curriculum maps include academic vocabulary.

#### Focus:

The focus for 2014-15 school year is to enhance the quality of instruction that our students receive as measured by components 3b, 3c, and 3d of the Danielson rubric.

## 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

- 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).
- 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.

Based on the Principal Performance review (November 2014) in which the superintendent indicated that teaching practices were developing in components 3B, 3C, and 3D, as well based on informal observation data in Advance (2014-15) where several teachers were receiving developing in components 3B, 3C, and 3D, we’ve identified the need to provide accurate feedback to teachers aligned to the Danielson Framework on teacher practice, as well as the need to increase the level of higher order thinking in our classrooms by bolstering our questioning and discussion practices.

### 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, the High School of Hospitality Management will provide accurate feedback to teachers using the 8 components of the Danielson Framework (2014-15), focusing particularly on components 3B, 3C, and 3D. This will change or improve pedagogical practices, and move teachers from developing to effective in these components. The instructional adjustment will correlate to an increase in higher order thinking and student engagement as we develop ongoing questioning and discussion practices.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>We will develop Turn and Talk strategies to increase discussion and engagement/participation.</p> <p>This strategy will address the needs of Special Education and ELL students because the guiding questions for the Turn and Talk will be at varied DOK levels. Further, ELL students are more likely to engage in small group discussions or one-on-one conversations because the pressure around speaking in public is lessened because of the smaller audience size.</p> <p>The activity and strategy listed will be introduced to parents via</p>	All teachers	This activity started in November 2014 and will be ongoing throughout the school year until June 26,	Teachers Administrators

<p>letters, monthly calendars, phone calls, SLT meetings, parent association meetings, and Jupitergrades email. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>		2015.	
<p>We will develop a discussion rubric to increase engagement and participation.</p> <p>This strategy will address the needs of Special Education and ELL students because the guiding questions for the discussion will be at varied DOK levels, thereby providing entry points for all students. Further, ELL students are more likely to engage in small group discussions or one-on-one conversations because the pressure around speaking in public is lessened because of the smaller audience size.</p> <p>The activity and strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, parent association meetings, and Jupitergrades email. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	All teachers	This activity started in November 2014 and will be ongoing throughout the school year until June 26, 2015.	Teachers Administrators
<p>We will provide professional development activities to create turn and talk strategies and discussion rubric, as well as how to implement them in classrooms.</p> <p>The activity/strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, parent association meetings, and Jupitergrades email. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	All Teachers	This activity started in November 2014 and will be ongoing throughout the school year until June 26, 2015.	Administrative team; Departmental team leaders; TDC; Teaching Matters; CFN 405

**Part 4 – Resources Needed**

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

Resources needed to implement this action plan include:

- Instructional support
- Adjustment to school calendar to allow additional department meeting time
- Funding for per session (Team meetings, Regents Prep, Tutoring)

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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:

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

Mid-year check-in will take place during the week of January 26-30, 2015.

Benchmark:

- At least 50% of departments develop relevant turn and talk strategies and/or discussion rubric.
- At least 50% of teachers are implementing the turn and talk strategies and/or discussion rubric developed.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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- 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

- 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).
- 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.

Increasing the school’s annual attendance rate to 85% has been a goal for several years. In order to assess whether we were meeting this goal, School Attendance List (RSAL) reports were reviewed and analyzed on a monthly basis. Our annual attendance rate was 82% for 2013-14, thus prompting this goal to remain for 2014-15.

### 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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the High School of Hospitality Management will demonstrate an increase of a minimum of 3% in the annual attendance rate to reach a sustainable, long term goal of 85% annual attendance rate.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Attendance team - The role of the attendance team is to monitor student attendance by reviewing attendance reports from teachers and ATS on a monthly basis. The attendance team develops incentive programs to celebrate students with perfect attendance and improved attendance.</p> <p>This strategy is designed for all students regardless of need, as it is an incentive program.</p> <p>The attendance initiative events are announced via the calendar that is mailed to the parents every month. The events are also posted on the school’s website. The activity and strategy listed will be introduced to parents via letters, phone calls, SLT meetings, parent association meetings. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website.</p>	<p>Students with perfect attendance; students with improved attendance</p>	<p>This activity started in September 2014 and will be ongoing throughout the school year until June 26, 2015.</p>	<p>Attendance team Administrative team</p>

<p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>			
<p>Attendance committee - The committee meets weekly to discuss students with severe attendance problems. The group monitors 407 cases, schedules home visits by attendance teacher, meets with students and makes weekly parental contact.</p> <p>After reviewing the reports, attendance teacher conducts outreach to parents of students with a pattern of absences via phone calls, email messages, and letters. Meetings are setup with the guidance counselor to resolve the issues.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>LTAs, 407 cases</p>	<p>This activity started in September 2014 and will be ongoing throughout the school year until June 26, 2015.</p>	<p>Attendance teacher, Social worker, Guidance counselor, Parent coordinator, Administrative team</p>
<p>Tier 2 Attendance Intervention Program - Students with chronic absences become part of our targeted attendance pool and students check-in daily with the dean to monitor their attendance.</p> <p>This strategy is designed for all students regardless of need.</p> <p>The activity and strategy listed will be introduced to parents via phone calls, SLT meetings, and parent association meetings. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>Chronically late students; Students with a history of absenteeism</p>	<p>This activity started in September 2014 and will be ongoing throughout the school year until June 26, 2015.</p>	<p>Dean, Administrative team</p>
<p>Principal's Breakfast Program – Students are encouraged to arrive to school early to have breakfast in the Parent Suite and complete school work on the provided laptops.</p> <p>This activity is designed for all students regardless of need. However, students with IEPs and ELLs will be encouraged to access the online support programs that we've secured for the school, for example, Study Island and Achieve3000 to build/reinforce their basic skills, especially in Math and Science.</p> <p>We have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>All students</p>	<p>This activity will start in January 2015 and will be ongoing throughout the school year until June 26, 2015.</p>	<p>Parent Coordinator, Administrative team</p>

**Part 4 – Resources Needed**

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

Resources needed to implement this action plan include:

- Two-fare Metro-cards
- Funding for incentive activities
- Adjustment to school calendar to allow additional CEP team meeting time

**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		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:

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

At the beginning of the 2<sup>nd</sup> semester, we will evaluate the success of these initiatives and adjust course as necessary. Specifically, the attendance team will analyze attendance patterns for the first semester and the effectiveness of the incentive programs; the attendance committee will ascertain whether there was a reduction in the level of 407 cases and/or closure of LTA files; the dean will examine 2-fare metrocard distribution patterns and correlation to student attendance for first semester.

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

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

We did not meet our 85% attendance goal. We are in the process of analyzing attendance patterns for Fall 2014 and adjusting our attendance initiatives accordingly.

## 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

- 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).
- 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.

Based on Peer Quality Review report (2013-14) which indicated a need to increase the level of rigor in classrooms across the school, Principal Performance review (November 2014) which indicated the need to “revise the school’s professional learning plans to ensure transference in the classroom,” and supported by informal observation data in Advance (2014-15), we have identified the need to provide additional opportunities for professional development.

### 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, The High School of Hospitality Management will promote professional growth and continuous improvement through the execution of a minimum of 4 professional development activities based on the identified areas of focus that will lead to increased student learning.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>We will develop inter-visitation protocols.</p> <p>The purpose of the inter-visitations is for teachers to observe best practices from colleagues and to implement them in their classrooms. The focus of the inter-visitations will include a lens for special needs and ELL students.</p> <p>The activity/strategy listed will be introduced to parents via SLT meetings. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	All Teachers	This activity will start in January 2015 and will be ongoing throughout the school year until June 26, 2015.	Teachers; Administrative team; TDC; Teaching Matters; Learning Partners

<p>We will use teacher needs assessment feedback to develop a professional development calendar that meets the needs of teachers at various levels.</p> <p>Professional development will be offered in the areas of literacy and scaffolded instruction in order to better support special needs and ELL students.</p> <p>The activity/strategy listed will be introduced to parents via SLT meetings. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	All Teachers	This activity started in September 2014 and will be ongoing throughout the school year until June 26, 2015.	Teachers; Administrative team; TDC; Teaching Matters; Learning Partners

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Resources needed to implement this action plan include:</p> <ul style="list-style-type: none"> <li>• Instructional support</li> <li>• Adjustment to school schedule to allow time for inter-visitations</li> <li>• Funding for per session</li> </ul>

#### 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		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### Part 6 – Progress Monitoring

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By February 2015, we will:				
<ul style="list-style-type: none"> <li>• Administer a survey to determine effectiveness of professional development and identify next steps</li> <li>• Review professional development calendar</li> <li>• Conduct at least one round of inter-visitation</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

We are in the process of developing the structure to implement inter-visitation. We have identified the lens that we want to use (questioning and discussion). We are planning professional development activities to ensure that all teachers know how to take low inference notes and give constructive feedback to their peers.

## 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

- 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).
- 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.

In 2013-14 we implemented a four teacher-led professional development workshops based on areas of strength that we noticed during observations and/or teacher interest. The workshops focused on annotation and technology. These workshops impacted teacher practice because they exposed them to new technological tools they can use in their classrooms, as well as different methods for students to interact with text through annotation. We want to continue to develop this initiative because we believe all teachers have areas of strength they can showcase to support their colleagues. Further, we observed several teachers implemented some of the tools they learned in the teacher-led professional development workshops in their classrooms (i.e. google drive, kahoot, etc.). As a result of the impact of teacher led professional development, we want to continue to promote it and build teachers’ arsenal of instructional tools which will lead to improved student outcomes.

### 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 June 2015, The High school of Hospitality Management will conduct a minimum of 6 teacher-led professional development activities to promote teacher leadership.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>We will conduct planning meetings prior to teacher led professional development activities to ensure that the PD has a clear focus, clear outcomes, and clear tools/strategies that participants can utilize in their classrooms.</p> <p>Teacher led professional development is for teachers to showcase their best practices, and new tools/innovations around supporting students at various levels.</p> <p>The activity/strategy listed will be introduced to parents via SLT</p>	<p>All Teachers</p>	<p>This activity started in September 2014 and will be ongoing throughout the school year until</p>	<p>Presenting teachers; Administrative team</p>

meetings. Parents will also be invited to various workshops, open houses and curriculum nights.  All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.		June 26, 2015.	
We will administer feedback surveys to determine appropriateness of structure and content of professional development activities.  All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.	All Teachers	Ongoing throughout the year	Administrative team; Teaching Matters

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Adjustment to school calendar to allow time for teacher led professional development</li> <li>• Funding for per session and trainee rate</li> <li>• Instructional support</li> </ul>

**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		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By February 2015, conduct at least 2 teacher-led professional development workshops and activities.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• 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 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

- 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).
- 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.

Increased parental involvement was a goal for the 2013-14 school year and remains a prominent goal this year given the significance of parental involvement in helping students succeed. Review of sign-in sheets indicated an average attendance of two parents at PA meetings. A review of the Learning Environment survey revealed that 28% of parents responded to the survey. End of year Jupitergrades data revealed that 22% of parents accessed Jupitergrades. Because parental involvement is still below 30% overall, we continue to strive to increase it.

### 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.

The High School of Hospitality Management defines Parental Involvement as all interactions with parents whether physical or virtual. By June of 2015, the High School of Hospitality Management will increase parental involvement by 5%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>The High School of Hospitality Management will offer a series of workshops designed to provide parents with information about College Planning, Regents Prep, Financial Planning, Gang Violence, Cyber-bullying, etc.</p> <p>This strategy is designed for all students.</p> <p>The activity/strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, parent association meetings, and Jupitergrades email. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p>	Parents and students	This activity started in September 2014 and will be ongoing throughout the school year until June 26, 2015.	Parent Coordinator; Guidance counselor; Administrative team

<p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>			
<p>The school will hire a parent coordinator to work with the PA to conduct workshops and support parents.</p> <p>This strategy is designed for all students.</p> <p>The SLT interviewed all candidates for the parent coordinator position. The new parent coordinator was introduced to the school community via email.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>Parents and students</p>	<p>This activity started in December 2014 and will be ongoing throughout the school year until June 26, 2015.</p>	<p>Parent Coordinator; Administrative team</p>
<p>We will develop a school website to increase parent awareness of activities, events, and opportunities to participate in the school community.</p> <p>This strategy is designed for all students.</p> <p>The activity/strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, parent association meetings, and Jupitergrades email. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>Parents and students</p>	<p>This activity started in September 2014 and will be ongoing throughout the school year until June 26, 2015.</p>	<p>Tech team; Parent Coordinator; Administrative team</p>
<p><u>Jupitergrades</u> continue to provide up to date information to parents about their children’s attendance and progress. Progress reports will be emailed to parents three weeks into each marking period.</p> <p>This strategy is designed for all students.</p> <p>The activity/strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, and parent association meetings. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>Parents and students</p>	<p>This activity started in September 2014 and will be ongoing throughout the school year until June 26, 2015.</p>	<p>Teachers; Parent Coordinator; Administrative team</p>

**Part 4 – Resources Needed**

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

- Adjustment to school calendar to allow time for website development and maintenance
- Funding for per session activity and Jupitergrades
- Parent coordinator; webmaster to manage website)

**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		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:

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

By February 2015, we will review PA sign-in sheets to see an increase to 5 parents, monitor Jupitergrades access data to see an increase to 30%, and conduct 2 parent workshops.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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- 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Special Education students ELL students Level 1 and 2 scores on 8 <sup>th</sup> grade ELA test and/or NYS ELA Regents	Resource Room  Regents Prep Academy	Small group tutoring  Tutoring	During the school day  After school/Saturdays
<b>Mathematics</b>	Special Education students ELL students Level 1 and 2 scores on 8 <sup>th</sup> grade Math test and/or NYS Math Regents	Resource Room  Regents Prep Academy  PERC – TAs	Small group tutoring  Tutoring  Small group tutoring	During the school day  After school/Saturdays  During the school day
<b>Science</b>	Special Education students ELL students Mock LE regents scores	Resource Room  Regents Prep Academy  PERC - TAs	Small group tutoring  Tutoring  Small group tutoring	During the school day  After school/Saturdays  During the school day
<b>Social Studies</b>	Special Education students ELL students Mock Global/US History regents scores	Resource Room  Regents Prep Academy	Small group tutoring  Tutoring	During the school day  After school/Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Anecdotal records and referrals from teachers  Parental requests	Family counseling Relationship counseling College advising Individual/small group counseling per IEP Related services as specified IEP	One-on-one Small group	During the day as necessary

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

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

**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).
Staff participates in professional development in order to develop methods and techniques as appropriate to their own content area. Teachers receive professional development on the Danielson Rubric, Depth of Knowledge, and Common Core Learning Standards. Per teacher interest, the school provides several technology PDs including how to create websites, using Turnitin, etc. The school is also looking to send several teachers to Advanced Placement training over the summer in order to increase its AP offerings. Teachers will participate in professional development activities centered on the use of formative assessments and the use of the data to guide development of instructional strategies. Teachers who have attended professional development on formative assessment will turnkey their knowledge to the faculty.  All advisory teachers receive professional development in the HealthCorps curricula adopted by the school. Teachers, besides the ones on the SLT, will attend SLT meetings on a regular basis in order to develop a better understanding of parents and their needs.

**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 are involved in the decision making process regarding the use and selection of appropriate multiple assessment measures through department teams and the MOSL committee. In September, the MOSL team, after conversations with the various departments, selected the appropriate assessment measures the school will use. In MOSL teams, teachers conduct item analysis of Regents data to inform curriculum development and instruction.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	X	X	
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			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	X	X	

**<sup>1</sup>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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title 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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

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### Parent Involvement Policy (PIP)

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. **High School of Hospitality Management**, 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

**High School of Hospitality Management** 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 1<sup>st</sup> 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**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: <u>H.S. of Hospitality Management</u>	DBN: <u>2M296</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>27</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The ELL Afterschool English Language Instruction Program at the High School of Hospitality Management (HSHM) is aimed to boost English language skills in the four modalities of speaking, listening, reading and writing for 36 ELLs in the 9th-12<sup>th</sup> grades. At HSHM 29 students are advanced ELLs, while 7 tested as intermediate on the 2014 NYSESLAT 22 students are Long Term ELLs, while 5 are in the category of 0-3 years of service. We also have 12 SIFE students and 15 Special Education ELLs who would benefit from the program and supplemental instruction.

The ELL afterschool program aims to boost academic language skills and to prepare students for the Regents exams. The program will be delivered primarily in English, with Native Language support in Spanish through the use of bilingual dictionaries and other texts. Empower 3000 also has Spanish and Haitian Creole language support components.

HSHM is dedicated to fostering an environment of academic excellence leading to college readiness. Therefore, we would like to provide the ELL enrichment program to our population of 36 ELLs in grades 9-12 during the 2014-2015 school year. Starting December 2014 and ending April 2015, the program will meet two times a week on Mondays and Thursdays from 3:45 p.m. - 4:45 p.m. for a total of 2 hours a week over the course of 15 weeks. ELLs will receive vocabulary and literacy support to increase reading comprehension, writing skills, and language and content-area learning through the use of technology, including Empower 3000, an online literacy program. At the end of the course of study, students will have a portfolio of work which demonstrates the skills acquired during the ELL afterschool program.

The school will allocate non-Title III monies for the after school program. The service provider for this program will be a certified ESL teacher. The program will require approximately 30 hours of per-session for a total of 30 sessions, costing approximately \$1,320. HSHM currently has a subscription to the web-based literacy program Achieve 3000, which expires June 2015. Our school chose Empower3000 (from Achieve3000) because it is an interactive and motivating tool for high school students. The online program brings relevant, up-to-date information from recent newspaper articles, with activities that are tailored to each pupil's reading level. In addition, all lessons, as well as reading and writing activities from the program, are aligned to NYS Common Core standards for both ELL and ELA learning objectives. Also, the program's assessment capabilities and its capacity to deliver non-fiction reading and writing activities from levels K-12, makes the program invaluable in differentiating instruction to ELLs from the categories of 0-3 years of service, 4-6 years, Long-Term, SIFE, and special education. Furthermore, through parent accounts, ELL families will be provided information about student reading and writing progress, as well as the opportunity to read and discuss articles at home both in English and Spanish. Finally, HSHM plans to offer the Empower3000 intervention 2-4 times weekly during ELA class and

**Part B: Direct Instruction Supplemental Program Information**

advisory in addition to afterschool.

**Part C: Professional Development**

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

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

Begin description here:

During the 2014-15 school year, the Certified ESL teacher will attend Achieve3000 professional development. The purpose of the PD is to increase teacher’s knowledge of Empower3000 to better integrate the software into the curriculum, to align teaching to ELL/ELA Common Core Standards, and to better use the writing component of the program.

**Part D: Parental Engagement Activities**

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

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

Begin description here: As mentioned earlier in the document, through parent accounts Empower 3000, Title III ELL families will be provided with information about individual student reading and writing progress, as well as the opportunity to read and discuss articles both in English and Spanish at home. To encourage participation and motivate students to use Empower3000 with parental supervision and support, HSHM plans to inform parents at Parent Teacher Conferences and during Parental Outreach time, as well as through letters.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

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

**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 [i](#).

## Part I: School ELL Profile

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

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>296</b>
School Name <b>High School of Hospitality Management</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Yves Mompont</b>	Assistant Principal <b>Katia Drouillard</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Karan Lee</b>	Guidance Counselor <b>Dolores Williams</b>
Teacher/Subject Area <b>J. Tzall, English</b>	Parent <b>type here</b>
Teacher/Subject Area <b>J. Diller - Math</b>	Parent Coordinator <b>Genesis Pina</b>
Related Service Provider <b>Grace Chan</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	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	2			7		2	16		8	25

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	2	0	0	7	0	2	16	0	8	25
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										4	3			7
Advanced (A)										5	6	3	3	17
Total	<b>0</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>24</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6		13		4				23

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
HSHM does not use any early literacy assessment tools.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Out of 25 eligible students, two (2) students did not have NYSESLAT 2013 scores. Two (2) students did not receive testing at the

middle school level during the 2012-2013 school year. According to the NYSESLAT 2013 results (or last known score), 17 students were rated Advanced overall, while 7 students rated Intermediate, and one (1) student did not have a NYSESLAT score in the past three years.

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

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

##### General Information

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

##### NYSESLAT 2013 Speaking/Listening Data By Grades

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

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

##### General Information

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

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

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

4. For each program, answer the following:
- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

Of 25 ELLs, ten (10) students have IEPs and require special education services. Special education students struggle with cognitive disabilities, reading problems, and other literacy issues, and 8 out of 10 students with LD are also Long-Term ELLs (LTEs). For example, all

10 special education ELLs (100 percent of ELLs with LD who took the 2013 NYSESLAT) tested as advanced or proficient in the speaking and listening modalities, but intermediate or advanced in the reading and writing modalities (9 advanced, 1 intermediate). One student is an X-coded ELL and received an advanced score on both L/S and R/W portions of the exam.

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

Sixteen (16) out of 25 ELLs are Long-Term ELLs (LTEs). Most LTEs tested advanced or proficient in speaking and listening. Two (2) LTEs tested intermediate in reading and writing. Fourteen (14) LTEs tested advanced in reading and writing.

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

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

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

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

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

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The child's second language is considered through planning and presentation of lessons with visuals, graphic organizers, and clear instructions. Explicit teaching of important vocabulary words, with consideration to potential cognates for those words in languages such as Spanish, helps students to increase comprehensible input of texts.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

Paste response to questions here:

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

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When students are admitted to the NYC public school system for the first time, parents fill out The New York City Department of Education Parent/Guardian Home Language Identification Survey (HLIS). The certified ESL teacher, Karan Lee, conducts an informal interview with the parents to establish the home language using the HLIS survey in the family's native language. Bilingual staff and pedagogues, including Assistant Principal Yves Mompoin (French/Creole), Parent Coordinator (Pina), Italian teacher Mariel Liebman (Italian), Guidance Counselor Dolores Williams (Spanish), and Karan Lee (conversant in Spanish and Cantonese), along with family members and NYCDOE over-the-phone translation services, are on hand to facilitate oral and written communications between non-English speaking families and the school.

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

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

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

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

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

After the HLIS survey is completed, and if the administered and scored LAB-R determines that the student is entitled to bilingual and/or ESL services, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, requires parental signature, and is facilitated through bilingual staff and pedagogues, family members, and/or translation and interpretation services. Available bilingual staff and pedagogues at the school include Principal Yves Mompoin (French/Creole), Parent Coordinator Pina (Spanish), Carmen Appel (Romanian), Italian teacher Mariel Liebman (Italian), Dolores Williams (Spanish), and ESL Teacher Karan Lee (conversant in Spanish and Cantonese). If a staff member at the school cannot interpret a parent's native language, a staff interpreter from an adjoining school or services from the NYCDOE Translation and Interpretation Unit may be used.

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

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

made available whenever possible.

After the viewing of the video, the certified ESL teacher informs the parent or guardian about all program choices, regardless of what the school offers. The student's English language program is based on parental choice. If a specific program choice is not offered at the school, the administration will arrange for the transfer of the student to another school with the chosen program. And, according to CR Part 154, if 20 or more ELLs speak the same native language in any single grade within grades 9-12, our school will form bilingual education classes in that language. If there are not enough students at the school to form a bilingual program, the parents have the option of transferring to another bilingual school within the district. If they do not choose to transfer the child, he or she will attend Freestanding ESL instruction.

During the Parent Choice orientation, the ESL teacher informs the family that the student's placement is for one school year. Continued placement for English language services is determined by the annual New York State English as a Second Language Achievement Test (NYSESLAT) taken each spring. The examination assesses English proficiencies in the four modalities of speaking, listening, reading, and writing. The parent will also be informed that their child will be placed in an age-appropriate class until service needs are identified.

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

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

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The criteria used to place identified ELL students in bilingual or ESL instructional programs include the results of the LAB-R test, initial formal and informal assessments, and parent program choice. The student is given an initial and informal assessment in English (speaking, listening, and reading) to determine if the student has any proficiency in English. Within the first 10 days of new admission to NYC, the Certified ESL teacher administers the LAB-R exam. If the student does not meet the cut-off for proficiency in English on the LAB-R, and is determined to have a beginner, intermediate, or advanced proficiency, the student is then eligible to receive English language services.

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

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

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

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

ELL students and parents are notified of the NYSESLAT schedule four weeks before the test via mail and jupitergrades email. School faculty is also informed of the schedule four weeks before the test. Parents receive a second notification one week before the test. ELL students receive individualized invitation to participate in the NYSESLAT administration. School faculty receives a reminder email one week before the test. On test administration days, student helpers go around the school to remind students to report to their testing assignments. Students who were absent for one or more sections of the NYSESLAT are recorded by the ESL teacher and she schedules makeup days. She informs parents and school administrators. The students are picked-up by the ESL teacher when they are present in order to administer the test to them.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

We have no data on parent choice for the school years 2010-2011 and 2011-2012, because HSHM has received no eligible new admits between September 2010 to October 2011. In 2012-2013, two (2) the students who did take the LAB-R passed out of the test and were not eligible for ESL services.

During the 2013-2014 and 2012-2013 school years, no eligible new admits have qualified for ESL services:

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

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

#### A. What are the organizational models?

##### Dual Model for Differentiated Instruction

The High School of Hospitality Management uses the push-in ESL teaching model for a total of 15 periods (45 minutes each, 675 minutes of instruction), and nine (9) periods of pull-out instruction to the ESL/ELA classroom (45 minutes each, 405 minutes of instruction).

##### Push-in Instruction

- \* Certified ESL and English teachers work together to co-teach ELLs, mainstream, and special education students in 11 periods of push-in service (45 minute periods; 495 minutes).
- \* Certified ESL and U.S. History teacher (11<sup>th</sup> Grade) work together to co-teach ELLs, mainstream, and special education students in 4 periods of push-in service a week (45 minutes periods; 180 minutes)
- \* Eligible ELLs, as well as a number of former ELLs, receive the benefits of reading and writing interventions, including small-group and one-on-one instruction, explicit teaching of vocabulary and literacy strategies, and computer technology that includes Achieve3000 and Aventa Learning. Aventa Learning offers the following experiences for students attending the High School of Hospitality Management:

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

Push-in co-teaching allows ELLs and students from a variety of levels and backgrounds to receive explicit instruction in reading and writing strategies, literature, vocabulary, essay writing, and standardized test preparation. Teachers work together to instruct students through the use of graphic organizers, technology, multimedia, and other helpful methods and techniques, to enhance comprehensive input for all students. The Jane Schaffer Method of paragraph writing is used in classes to scaffold the essay writing process and to help students prepare for the annual NYS English Regents Examination. The process helps students to argue clear positions, organize facts, and analyze literature and non-fiction in the form of a cogent essay.

#### Pull-out Instruction

HSHM has five (5) scheduled periods (45 minutes each; 225 minutes) of pull-out instruction for 9<sup>th</sup> grade ELLs, and four (4) periods for English Regents Prep (45 minutes each; 180 minutes). In the pullout periods, the ESL teacher serves intermediate to advanced 9<sup>th</sup> grade students in a reading and writing lab for increasing academic language and literacy, as well as eligible ELLs and former ELLs in English Regents Prep.

ELLs in pullout classes need intensive instruction and intervention. Both the push-in content and ESL reading and writing intensive classes allow students to gain access to high-interest, lower-level to grade-level classical literature, as well as non-fiction reading materials such as articles from The New York Times that are both multi-culturally relevant and age appropriate. Students engage in project-based learning with an emphasis on creativity, writing, and oral presentation, which encourages the use of higher-level thinking skills. An example is the “College Exploration Project,” which allows students to employ research from Internet and library sources, create PowerPoints and written scripts, and to practice oral presentation skills in rehearsal and presentation. Students practice all four ESL modalities including speaking, listening, reading, and writing, through the use of technology, literacy interventions, research, oral presentation, and journal and essay writing.

Lessons from the pull-out ESL literature class are aligned to New York State ESL, English, and U.S. History Common Core Standards. ELLs will read and engage in project-based activities based. Selections among different grades include the short stories “The Most Dangerous Game,” by Richard Connell and “The Tell Tale Heart,” by Edgar Allan Poe (9<sup>th</sup> Grade), as well as The Brief Wondrous Life of Oscar Wao, by Junot Diaz (10<sup>th</sup> Grade), and Of Mice and Men, by John Steinbeck (11<sup>th</sup> grade). ELLs in Reading and Writing Intensive will focus on academic vocabulary, argument, debate, current issues, and other subjects with a focus on literacy. Students will also be attending dramatic performances throughout the year that will enhance their understanding of these texts.

#### b. What are the program models?

The classes often travel together in groups because ELLs are integrated with monolingual students. Other times, ELLs may be separated from native English speakers for pull-out literacy and Regents Prep classes.

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

#### 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

##### a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The principal is intimately involved in the scheduling process. NYSESLAT scores influence the schedules students have and help to ensure students are provided with mandated instructional minutes. Next, the guidance staff and the ESL teacher verify that all students entitled to receive ESL services receive mandated hours, reviewing student programs to ensure that the minutes are appropriately allocated. Beginner ELLs receive 540 minutes of instruction each week, while intermediate ELLs receive 360 minutes of instruction each week. Advanced ELLs receive 180 minutes per week of ESL instruction, and 180 minutes of ELA instruction, as per NYS CR Part 154. In addition to ESL/ELA classes (both push-in and pull-out), a standalone ESL class is provided for beginner, intermediate, and advanced ESL students for 35 minutes a day, four times a week, and 40 minutes a day once a week, in the format of a resource room/advisory. Students work on Achieve3000 articles to increase reading and writing skills in English, review test preparation (PSAT), and learn about health and nutrition. Additionally, newcomer ESL students receive extra support and tutoring in English language during their technology period (conversational and academic language).

#### 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning

Standards.

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

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

Another way in which content area development is supported is when ELLs engage in project-based learning, which may include the creation of PowerPoints for oral debates. Therefore, lessons in English literature and non-fiction, for example, can be merged with content area standards in mathematics, current events, science, and technology, especially when used in conjunction with content-driven, high-interest newspaper articles and activities provided by the program Achieve3000, an on-line literacy solution.

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

During pull-out classes and afterschool ESL classes, articles from reputable newspapers and magazines including The New York Times, USA Today, and Mental Floss and are used to teach current events and to explore topics including social justice, immigration, multiculturalism, and education. Statistics and mathematics are often discussed in relation to matters regarding social issues such as global education, socioeconomics, and college readiness. Also, two software literacy interventions are employed in both resource room and afterschool classes, including Aventa Learning, and Achieve3000, a reading and writing intervention that delivers newspaper articles on a variety of non-fiction topics from K-12 reading levels. Aligned with state ELA, ESL, and content-area standards, including social studies, geography, science, and mathematics, Achieve3000 provides leveled Associated Press news clips, along with multiple choice and writing activities, to motivate all levels of readers. The program helps students to prepare for standardized tests, including the NYSESLAT and the English Regents Exam. ELLs and are exposed to high-interest content at a differentiated reading level when participating in the program 1-2 times weekly.

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are continually assessed throughout the year both formally and informally. An example of formal assessment of the four modalities, including speaking, listening, reading, and writing, are presentation and debate projects which occur several times over the course of the year. These projects contain multiple steps (drafting, researching, brainstorming, listening and taking notes during lecture, group collaboration, editing, creating multiple drafts of essays and Powerpoint presentations, and ultimately oral presentation) and are effective in assessing progress of ELLs in the four modalities. Students are assessed by the ELL teacher as

well as other instructors who give comments to students regarding oral presentation, writing skills, mechanics, and listening skills. NYSESLAT and Regents preparation for ELLs helps teachers to assess skills, growth, and problems that students may be experiencing in any of the four modalities.

6. How do you differentiate instruction for ELL subgroups?

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

a. Describe your instructional plan for SIFE.

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

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

Teaching techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in collaborative projects that exercise all four ESL modalities, and that scaffold content-area literacy, while building English language skills.

SIFE students are often behind in academics, but can learn content material with modifications and scaffolds. SIFE students will have access to higher-level learning through writing personal and academic essays and through reading high-interest, low-level nonfiction and literature. SIFE students will engage in projects involving technology and the arts.

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

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for ELLs.

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

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

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

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

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

HSHM ELLs in the category of 4-6 years are at a critical period in which literacy must be developed sufficiently to help these students become successful high school graduates, college students, and members of the productive American workforce. At this point,

most ELLs are either at the intermediate to proficient levels of speaking and listening, and at the beginning to advanced levels of reading and writing.

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

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

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

Long-Term ELLs (LTEs) are often not aware of reading and writing problems because they approximate the conversational English of a native speaker. Therefore, LTEs benefit from explicit instruction in reading, writing, grammar, and vocabulary in English and the content areas.

Long-Term ELLs benefit from explicit instruction in academic language, as they do not usually lack conversational language. English composition is often difficult for LTEs, and therefore the use of graphic organizers, with a focus on transitional words, may be helpful in the creation of essays. The Schaffer Method of paragraph writing can be used at this stage to scaffold the essay writing process.

Since LTEs may read below grade level by 1-3 years or more, they can benefit from high-interest content that has a tailored reading level. Achieve3000, with its leveled non-fiction, as well as leveled short stories collections such as the Burton Goodman 5-Star Series, are helpful in teaching LTEs who are in need of literacy intervention.

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

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

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

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

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

ELLs identified as having special needs are also often Long-Term ELLs. ELLs with IEPs will show learning disabilities in both the native language and the second language. Depending on each individual, ELLs with special needs have problems concerning language acquisition, reading and writing fluency, concentration, memory, emotional disturbances, and cognition. ELLs with special needs require tutoring in small groups and one-on-one time, while whole group instruction should focus upon creating meaning through collaborative examples (such as in showing a new strategy for writing topic sentences and eliciting feedback from students to complete the task).

The Certified ESL teacher works with content area teachers to deliver lessons that explicitly teach vocabulary and literacy skills, while encouraging higher-level thinking, with a focus on writing and formulating interpretation and analyses based on evidence. For the most part, lessons should be very structured, with the use of clear directions and explanations. Native Language Arts may benefit the student through the use of bilingual literature and picture dictionaries, along with visual, auditory, and tactile aids. Furthermore, teaching ELLs with LD may include the use of shorter instead of multi-step directions, graphic organizers, and activities in which peers can help to tutor one another. Achieve3000/Empower3000, a computer literacy program, has been used with great effect with our SWD; students enjoy the interface and receive encouragement to increase reading skills through instant feedback from multiple-choice activities.

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

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

ELLs with LD have reading/writing intensive with Ms. Lee, the Certified ESL teacher, where they work on literacy, writing, and test preparation (i.e. PSAT, NYSESLAT, etc.) Both ELLs and former ELLs with LD are enrolled in English Regents Prep, where they receive multiple strategies and practice in writing essays. ELLs with LDs are integrated into all classrooms, and are able to benefit from a number of literacy strategies, including graphic organizers, RAP strategy for writing, paragraph and essay writing formulas, and instruction with more than one teacher, etc. All students are eligible for the after school program, in which we use Empower3000, technology, and other resources for literacy, increased content knowledge, and enrichment.

**Courses Taught in Languages Other than English **

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

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

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

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

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

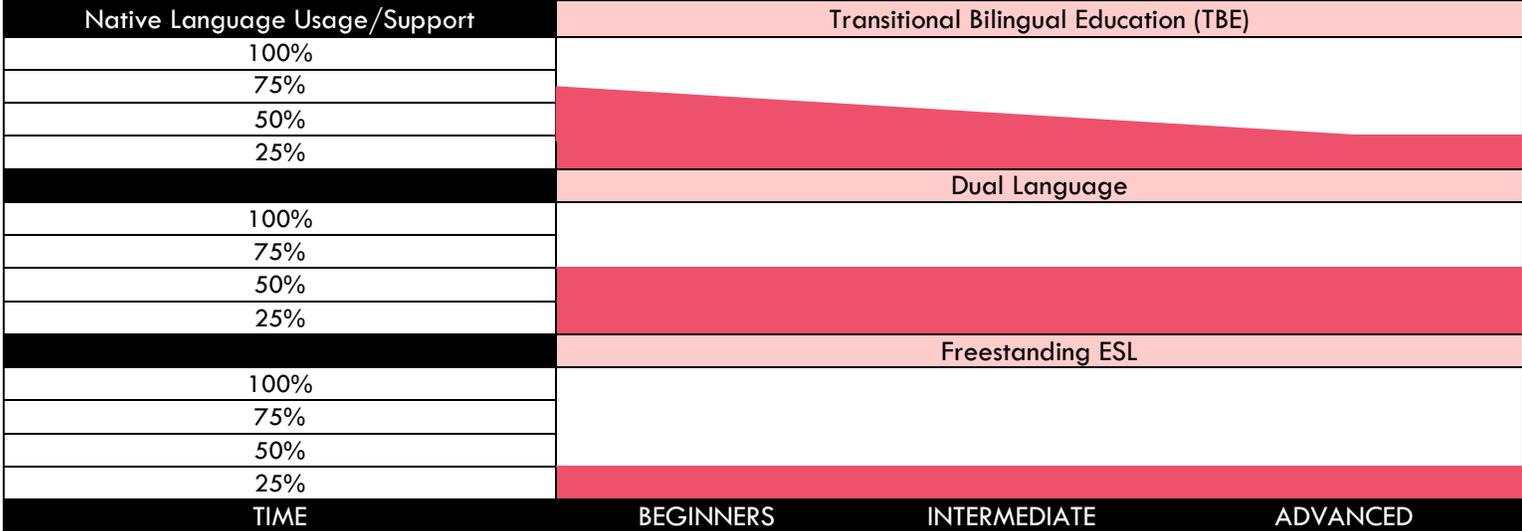
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

Paste response to questions here:

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

The Certified ESL Teacher, Karan Lee, has already attended:

QTEL: Building the Base – 37.5 hours

Demystifying ELL Data – 22.5 hours

4-Day Writing Workshop for ELLs – 30 hours

Achieve3000 Training between 2009-2013=58 hours

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

LAP Training for Administrators from OELL – 3 hours

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

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

- \* Project-Based Learning for ELLs (October/November)
- \* Best ESL Practices and Methodologies in the Language and Content Area Classroom (December/January)
- \* Interpretation vs. Analysis: A Writing Workshop [With an ELL focus] (February/March)
- \* Differentiating Instruction for ELLs Needing Special Education Services (April/May)
- \* Creating a Learning Environment tht Supports ELLs and At Risk Learners (May/June)

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

2.) Teachers of ELLs receive professional development on Common Core Learning Standards in conjunction with the English Department for at least 2 hours a month, particularly in terms of implementation of writing strategies, vocabulary, and creating learning environments which support ELLs and learners at-risk.

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

4.) ELA and Content Area Teachers

Content area teachers will attend at least one ESL PD regarding ELL literacy or math instruction within the next two years. ELA teachers from all grades will attend the professional development "English Language Learners K-12 Literacy Conference for Educators" which will be hosted by the OELL on November 8, 2011, an all-day PD.

## D. Parental Involvement

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

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

ELL parents receive phone calls and letters from the ESL teacher that inform about available after school programs and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. The Parent Coordinator, Genesis Pina, conducts and organizes outreach to parents in both Spanish and English.

ELL parents are invited to attend parent-teacher night conferences, PTA meetings, student presentations, and other conferences. Various interpreters, such as those who speak Mandarin Chinese, are hired for parent conferences, and a number of staff speaking other languages, including Spanish, French/Creole, Romanian, and Italian.

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

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

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

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

3. How do you evaluate the needs of parents?

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

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

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

## E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name: Hospitality Management**

**School DBN: 02M296**

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: M296 School Name: High School of Hospitality Managem

Cluster: 4 Network: 405

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

### **Part A: Needs Assessment Findings**

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

Based on the HLLS of students, as well as ATS, ARIS, and student emergency cards, the home languages, both written and oral, for all our students are as follows: Albanian (3), Amoy (1), Arabic (1), Bengali (4), Cantonese (6), English (180), French (2), Haitian Creole (2), Indonesian (1), Malinke (1), Nepali (1), Tagalog (1), Portuguese (1), Spanish (225), Urdu (1), Wolof (1), and Yoruba (1), for a total of 432 students. Student language demographics, as well as translation and interpretation resources, are shared in the fall of the school year with staff members. Members of our staff speak Spanish, Haitian Creole, French, Russian, and Italian, with familiarity in other languages, such as Chinese. Telephone communication with parents is done bilingually through over-the-phone interpretation for the primary nine languages of NYC. All home phone calls are made by Spanish-speaking staff or through over-the-phone interpretation and translation services for a variety of languages. Whenever necessary, we request the help of a staff member who speaks Chinese from a nearby school, Manhattan Bridges, for both translation and interpretation. All printed information sent home is in Spanish and in English. When a letter needs to be sent in another language, we consult with staff members in the building who may speak that language to help translate, or use NYCDOE translation and interpretation services. At Parent-Teacher conferences, Spanish- and Chinese-speaking interpreters are available to facilitate communication between the teachers and the parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

phone calls to parents.

## Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

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

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