



**2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015**

SCHOOL NAME: SCHOOL FOR TOURISM AND HOSPITALITY

DBN 08X559

PRINCIPAL: BRIAN CONDON

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SUPERINTENDENT: CARRON STAPLE

NETWORK LEADER: NANCY SCALA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Brian Condon	*Principal or Designee	
Varinia Torres	*UFT Chapter Leader or Designee	
Thomas Linsay	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Alex Irrizzarry Fatouamata Sakho Tabiya Lindsay Ahlvoid Daniels	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Risa Whipple	CBO Representative, if applicable	
Catherine Curtis	Member/Parent	
Ahlvoid Daniels	Member/Parent	
Dolores Laird	Member/Parent	
Mary Williams	Member/Parent	
Meryem Ibrahim	Member/Guidance Counselor	
Blayne Gelbman	Member/Assistant Principal	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2015, there will be a demonstrated improvement in teacher effectiveness by developing a shared understanding of instructional excellence through a normed understanding of Danielson. This will be achieved through frequent cycles of short classroom visits that are normed to the Danielson Rubric and measured through analysis of written observation reports.

Comprehensive needs assessment

- There is a need for our school to promote consistency in differentiation, purposeful groupings and student engagement in order to enable access for all students to learning that is tailored to meet their needs. Rigorous assignments and an understanding of how to provide multiple points of entry for students in order to make material more accessible or challenging is needed. This is confirmed through student work products, classroom observations and conversations with instructional staff.

Instructional strategies/activities

By June of 2015, all STH staff will have participated in norming activities for

- Designing coherent instruction (1e);
- Discussion and Questioning (3b);
- Engaging Students in Learning (3C);
- Using assessment in instruction (3d).

- a. Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum will be developed for all instructional staff by the Principal.
- b. All teachers will begin the 2014-2015 school year by self-assessing on selected components of the Teacher Effectiveness Rubric and will formulate goals that will drive differentiated professional plans with individualized goals for each teacher.
- c. School leaders set up and follow a schedule for teacher observation and feedback using the Teacher Effectiveness Rubric and focusing on the various rubric components.
- d. As direct result of observations and teacher needs assessment, individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum will be developed for all instructional staff.
- e. By June of 2015, school leaders will have engaged in cycles of frequent short classroom visits (at least 3-4/teacher/cycle) and provide teachers with formative feedback and professional development to support improved practice in identified competencies (1e, 3b,3c, 3d) of the Danielson framework.
 - a. Teachers will engage in weekly professional development with school leaders and/or network support that will focus on 1e, 3b,3c, or 3d of Danielson.
 - b. Teachers will engage in inter-visitations using 1e, 3b, 3c, or 3d as the foundation for their feedback at least once per cycle.

Improvements will be measured by teacher movement along the rubric continuum (ineffective, developing, effective and highly effective) as well as teachers demonstrating implementation of "action steps" in accordance with ADVANCE teacher evaluations that will be given to each teacher after each observation.

Administrators and outside consultants will engage in continuous reflection regarding teacher growth and the state of instruction at STH and respond accordingly with new suggestions and strategies to improve instruction and move teachers forward on the instructional continuum. Strategies include, but are not limited to, differentiated use of PD in-focus, inter-visitations (with subsequent discussion/reflection with teachers involved), organizing learning walks, working with outside consultants to best support teaching staff, suggesting outside PD to teachers.

Strategies to increase parental involvement

- Parent–teacher conferences will take place at least once per student, per cycle and as needed in order to increase parent understanding of and involvement in the educational process
- STH support staff will conduct daily outreach to parents regarding student attendance and academic progress.
- Continuous outreach will be conducted to parents reiterating our “open door” policy and our willingness to meet with parents at times that are convenient to them (early morning and late evening hours).
- Workshops will be offered to parents on our curriculum, outcomes-based grading, the CCLS, graduation requirements and college and career access.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- School Leadership will work collaboratively with CFN 107 to conduct workshops and activities that norm instruction to the Danielson rubric for all instructional staff.
- School Leadership will work collaboratively with CFN 107 to develop a school-wide PD plan and rationale.
- School Leadership will work collaboratively with CFN 107 to develop ongoing and sustained differentiated PD plans for each teacher on staff.
- School Leadership will ensure that each teacher has access to ASCD’s on-line PD, PD In-Focus, as well as ARIS Learn and other workshops & coaching opportunities that are tailored to meet individual needs and target areas of weakness among instructional staff.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- All teachers at STH will create Common Core-aligned units of study with embedded performance tasks. In ELA, Social Studies, Science and the Arts, these tasks will require students to ground reading, writing and discussion in evidence from the text. In Math, these units will require fluency, application, and conceptual understanding. By June 2015, each teacher will have created and taught two CCLS aligned units of study per Trimester and every student with 80% or better daily attendance will have been engaged in at least two Common Core aligned units of study in each core subject area per trimester.

Comprehensive needs assessment

- Although staff members have been introduced to the Core Content Standards, the implementation of Core Content Performance Tasks and the existence of Core Content aligned curricula is inconsistent school-wide. In order to prepare for the full implementation of the Core Content Standards, as mandated by the NYCDOE, STH must begin the process of designing, units, tasks and curricula that are aligned to these rigorous standards.

Instructional strategies/activities

- a) Teachers will be trained on Common Core Learning Standards across all subjects
- b) Teachers will begin the revision of existing curricula (aligning to the Common Core Standards) by developing collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.(W1 and RI1)
- c) Teachers will also develop collaborative lessons that incorporate oral and written skills needed to read information texts with understanding.
- d) Teachers meet weekly in teams to assess student work and plan lessons that demand evidence to support a claim.
- e) Teachers meet in teams to develop a rubric to assess the use of evidence to support a claim.
- f) All teachers will begin to Revise scope and sequence for all core content classes, with specific focus on Social Studies, ELA and Science, through the revision of curriculum maps to incorporate CCLS and tasks.
- g) By the end of June of 2015 each teacher in ELA, Science and Social Studies will have created two Core Content aligned courses of study per trimester with at least one embedded performance task in each. By the end of the cycle, at least 80% of the students with 80% attendance in each class will demonstrate progress in the “use of evidence in writing arguments” and “reading for understanding information texts” area of the rubric developed by teachers (pre-assessment to post-assessment).
- h) By the end of June 2015 each Mathematics teacher will have created two Core Content aligned course of study with at least one embedded performance tasks/unit per trimester. By the end of the cycle, at least 80% of the students with 80% attendance in each class will complete at least one mathematics task that requires them to “demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution” as per the rubric developed by teachers (pre-assessment to post-assessment).

School leaders will facilitate departmental meetings also ensure that teachers, continue to revise existing curricula (aligning to the Common Core Standards) by developing collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments (W1 and RI1). The curriculum team leaders, under direction from the Principal, will facilitate teacher record keeping by introducing and monitoring teacher generated curriculum binders throughout the school year that will be handed in at the end of the year to the Principal.

Strategies to increase parental involvement

- Parent–teacher conferences will take place at least once per student, per cycle and as needed in order to increase parent understanding of and involvement in the educational process
- Attendance team will conduct daily outreach to parents regarding student attendance and academic progress.
- Continuous outreach will be conducted to parents reiterating our “open door” policy and our willingness to meet with parents at times that are convenient to them (early morning and late evening hours).

Workshops will be offered to parents on the Core Content Standards, graduation requirements and college and career access.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Monies allocated to CFN 107 will fund our Achievement Coach, who is used as a coach to assist teachers in becoming well versed in the CCLS and in designing tasks and units that incorporate the CCLS. In addition, our Assistant Principal will be paid through a combination of Fair Student Funding and Title I funding sources. Additional time for teacher professional development and for writing new and revising and improving existing curricula to incorporate the CCLS will also be funded through ARRA RTTT Citywide Instructional Expectation Funding. NYSTL monies will be allocated for the improvement of classroom libraries to incorporate non-fiction, texts that are aligned with and support the implementation of the CCLS.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2015, school attendance will be 86.2% up from 85.9% for school year 2013-2014.

Comprehensive needs assessment

According to the Chancellor's Regulation A-501, "Students will maintain a goal of at least 90% attendance." The school's current average attendance rate is: 84.9% (as of December 2013).

Instructional strategies/activities

- Establish/maintain the following processes, strategies:
 - Develop communication norms with CFN attendance designee to streamline discharges
 - Secretary to:
 - Update correct addresses and phone numbers for students on ATS based on information collected from parents during registration/updated information received
 - Attendance coordinator to:
 - Update/correct/reverse attendance errors
 - Maintain attendance tracker that summarizes student attendance and interventions carried out
 - Daily phone interventions will notify parents when students are late or absent students.
 - Monthly attendance rate by percentages published by ATS production will be reviewed, analyzed and shared with teachers and staff
 - Using School Messenger system: make daily phone calls to parents of students who are absent or late to any class
 - Make monthly reports available to parents (Pupilpath.com) specifying the dates of absences, lateness and cuts for students
 - Maintain weekly attendance team meetings to discuss and implement interventions for students with attendance issues
 - Run ATS reports RDAL, RPCC and RCUA and distribute weekly to all attendance team members, guidance counselor and advisors to identify students whose attendance warrant phone calls, parent conferences, home visits or more aggressive interventions to improve attendance
 - Introduce and maintain a 407 data base to track the outreach services for all 407s/PIF process and make referrals as necessary
 - Run ATS reports (RYIS, RSCA, RPAS, RRSA, RCOL, RSAL, RDAL, RCUA, RPCC, RDSC) and review to identify students whose attendance warrant phone calls, parent conferences, home visits or more aggressive interventions to improve attendance
 - Each month, generate a list of students who had 100% attendance, 90%-99% attendance, 80%-89% attendance and celebrate their success via:
 - Attendance awards. Certificates and letters to parents and other incentives
 - Maintain open communication between all members of the school community; school-based and non- school-based staff as well as parents/guardians
 - Establish and maintain advisor specific caseloads to intensify outreach and dialogue with each student; especially those students with low attendance rates
 - Encourage all teachers to email (or otherwise contact) Ms. Ibrahim (school counselor) and the attendance team with any information they have about students in their classes who are not attending regularly
 - Create/maintain "Student Support Suite" for students who arrive to school more than 30-minutes after 1st period has started
 - Encourage students to create a buddy system so that when students are absent they receive a call from their peers
 - Require students with attendance issues to maintain a daily progress sheet that is signed by each teacher/staff person/AP/parent/guardian and returned to the guidance office the following day

Strategies to increase parental involvement

- School tours conducted for parents that visit during the school day
- Individual parent appointments scheduled to discuss student progress
- Implementation and PupilPath system to inform parents of student’s attendance as well as the opportunity for parents to communicate with teachers and other school staff regarding their child’s progress.
- Fall feast event to thank parents and the school community for their support
- Winter wonderland celebration to commemorate the holiday season with parents and the school community

Budget and resources alignment

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

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

 x Tax Levy Title I Title IIA Title III x Grants Other

If other is selected describe here:

Service and program coordination

- TL OTPS New Schools
 - Pitney Bowes Postage Machine (\$2,124)
 - Student Attendance Incentives (\$1,000)
 - Parent Engagement Events (\$2,000)
 - School Messenger (\$1, 343)
 - PupilPath (\$8,000)
- Title I
 - Title I Parent Involvement (\$1, 300)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- To build and promote a positive school culture STH will use restorative practices as preventions and interventions when addressing student discipline and conflict management.

Comprehensive needs assessment

- As a school in its third year it is important to establish a culture that promotes positive behaviors and deals effectively with student behavior. A restorative approach can be used as both a prevention and intervention measure. Restorative processes can help schools build relationships and empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of those who have harmed others; and provide wrong doers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **Circle Process:** Circles are effective as both a prevention and intervention strategy. Circles may be used as a regular practice in which a group of students (or faculty or students and faculty) participates. A circle can also be used in response to a particular issue that affects the community. The circle process can enable a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc. key personnel and other resources used to implement these strategies/activities,
 - b) **Collaborative Negotiation:** Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom s/he disagrees to arrive at a mutually satisfactory resolution.
 - c) **Peer Mediation:** An impartial, third party mediator (in a school, a student who has been trained to serve as a peer mediator) facilitates the negotiation process between parties who are in conflict so that they can come to a mutually satisfactory resolution.
 - d) **Formal Restorative Conference:** A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed.

Strategies to increase parental involvement

- Parents are an essential component of restorative practices and will be invited to join in all processes involving their child.
- SLT and PA meeting will be used to inform parents about restorative practice
- Workshops for parents will be held once per term.
- Social Worker and Dean will receive off-site PD by an industry recognized organization and will share practices with parents.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- School Leadership will work collaboratively with CFN 107 to conduct workshops and activities that build capacity in staff.
- School Leadership will work collaboratively with OYSED to support staff in implementing and maintaining a restorative approach to youth development.
- School Leadership will work collaboratively with staff to develop ongoing and sustained implementation of restorative practices.
- The social worker and dean will receive training from an industry recognized organization in the implementation of restorative practice and will turn key the training to the rest of the staff providing additional support to individual staff members

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Develop and implement a middle school outreach program to inform potential students and their parents about the programs offered at the School for Tourism and Hospitality to increase enrollment to meet our roster by 90%.

Comprehensive needs assessment-Based upon the attendance of two Fall open school nights, participation in the the NYCDOE High School Fair and Citywide workshops.

- In its first year of existence STH failed to meet it projected rooster of 108 students by 20%.
- Many students and parents are unaware of that STH students earn industry recognized certification by the end of their 10th grade year and a second certification by graduation.
- Many students and parents are unaware that STH students can earn up to four college credits before they graduate high school and complete an industry internship.
- Students and parents may be unaware of the benefits of attending a small specialized high school with a diverse population.

Instructional strategies/activities

STH will develop an outreach team that will use marketing strategies and outreach activities based on student surveys from middle school and current STH students.

- STH will create a user friendly website to increase awareness of the schools accomplishments along with traditional print rich brochures (English and Spanish).
- Reach out to network leaders to foster relationships and communication with middle schools.
- Create a diverse outreach team to visit schools in the local community and currently untargeted school zones.
- Use students as ambassadors to visit schools and participate in community service events with middle school children through the Read Alliance program.

Strategies to increase parental involvement

- Current parents will attend afterschool workshops describing in detail the certification programs the school offers and rely that information to the community.
- Include parents as chaperones on Friday industry learning field trips.
- Use PA and SLT to assist in hand to hand recruiting effort.

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

- Dedicated time in the program for weekly recruitment team meetings.
- Provide per session funds for off site visits.
- Fund Open House functions aimed at different constituency groups (students, parents, and guidance counselors).
- Collaborate with CFN 107 to develop effective recruitment strategies.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> Achieve 3000/Independent Reading 	Small group	Extended time (After/Before/Saturday)
Mathematics	<ul style="list-style-type: none"> Individual and small group tutoring to improve skills and content knowledge 	Small group	Extended time (After/Before/Saturday)
Science	<ul style="list-style-type: none"> Individual and small group tutoring to improve skills and content knowledge 	Small group	Extended time (After/Before/Saturday)
Social Studies	<ul style="list-style-type: none"> Individual and small group tutoring to improve skills and content knowledge 	Small group	Extended time (After/Before/Saturday)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> ICT <ul style="list-style-type: none"> See accommodations checklist for list of strategies Co-teaching ESL <ul style="list-style-type: none"> See accommodations checklist for list of 	<ol style="list-style-type: none"> Small group Small group Small group, one-to-one Small group, one-to-one No information available 	<ol style="list-style-type: none"> During the school day During the school day During the school day/extended day During the school day/extended Before or after school

	strategies 3. Counseling – Social Worker 4. Counseling – School Counselor 5. Counseling – External Referrals		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. Teachers are more likely to stay in an environment where they have active input into the curriculum.

- Develop Leadership/mentor program
 - Goals of Leadership/mentor program:
 - #1 – recruit and develop enthusiastic and dedicated teachers
 - #2 – develop the skill sets of existing teachers who desire to be teacher leaders
 - #3 – create a culture of mentees becoming mentors where teacher leaders seek to develop others as they were developed once as mentees themselves
 - Structure of Leadership/mentor program:
 - Recruitment
 - At least 1 teacher will be identified and chosen to participate as a mentee each year.
 - The individual will be selected by the school's leadership team based on an open posting announcement, letter of interest submitted by applicant and an interview with the team. Teachers already working at the school will be encouraged to apply.
 - Schedule
 - Mentees who are not existing teachers at the school will be interviewed. Once hired (as with existing teachers) they will meet with their mentor and the principal/designee once per week to set goals, develop actionable plans, chart progress and conduct classroom visits/inter-visitation.
 - Mentees will also meet with colleagues to co-plan instruction:
 - With special education teacher – 85 minutes once per week
 - With English as a second language teacher – 85 minutes once per week
 - Participants
 - Mentors – principal, children's first network instructional coaches, existing teachers at the school with a track record of instructional excellence and a desire to support the development of others
 - Mentees – teachers who are not yet a part of the school and teachers assigned by the principal to be mentored as deemed appropriate based on observations and data outcomes
 - Outcomes
 - Desired outcome #1 – newly hired teachers will remain in their instructional roles for at least 3 years (including their first year with the school)
 - Desired outcome #2 – existing teachers will become teacher leaders within 3 years of first being mentored
 - Desired outcome #3 – at least 50% of the teachers who are mentored will become mentors themselves after 3 years of first being mentored

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DBN: 08X559

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$191,218.50	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,765,777.00	X	See action plan

¹Explanation/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.

²The **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.



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: School for Tourism and Hospita	DBN: 08x559
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 35
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

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: Program is designed to assist our ELLs in the language fluency that is necessary to understand these concepts, and access the content heavy material. We will be offer Saturday Academy to our Spanish-English bilingual students. The academy will be offered in two sections.

1. Beginner and intermediate students (who are Freshmen and just beginning Global Studies) will receive bilingual re-enforcement of concepts taught during the week, with an emphasis on vocabulary development and informational writing. The goal of this section is to enhance their fluency and comprehension by using L1 (Spanish) as a support. Materials will be in both English and Spanish. This course will use Glencoe's Historia Mundial series in conjunction with Glencoe's World History series. Students will be able to use an electronic translator to better comprehend longer passages where vocabulary usage is not typical. This group is approximately 15 students.

2. Intermediate, Advanced and FELL's (who became proficient in the past two years) are usually Sophomores and Juniors, who are completing their Global Studies curriculum. They will be offered a separate section of Saturday Academy, which will focus on the concepts that unify Global History as well as using content vocabulary to write those topics. Materials will available in both L1 (Spanish) and L2 (English), though the language of instruction will primarily be English. Students will have access to an electronic translator. This group is approximately 20 students.

This program will run during the Spring semester from 9am-1pm. Each section will be 2 hours long. This will be co-taught by a Mark Fiore, Social Studies teacher and Richard Painter, ESL teacher. This program will run for 16 Saturdays in the Spring semester, beginning January 17 and ending June 13.

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: DELLSS is offering a 5 day institute called "Brain Research: Keeping ELLs in Mind", which two of our teachers will attend during the spring semester. These teachers, Margaret Amores, ESL teacher and Mohammed Zaimi, SPED teacher who works with our SPED/ELL population will turnkey this training to all other staff members during our weekly professional development. The exact dates for the PD have not been published yet but turnkey PD will tentatively occur on the Monday following

Part C: Professional Development

each day of the institute from 2:30-3:15 during our staff's professional development time. We selected this training because it addresses not only the pedagogical needs of ELLs but also their socio-emotional and cultural needs to obtain the deep understanding of content while acquiring language. This institute is free but we will need teacher coverage for the days that these two teachers are attending as well as time to prepare presentations for the rest of the staff.

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: The vast majority of our ELL parents speak Spanish as their first language. We do have a growing and every year changing population of students from African countries, whose parents speak low-frequency languages. In order to better inform of the work that their children are doing, especially as it relates to the Common Core, we are going to purchase ECTACO Partner 13MT900 Grand Multilingual Talking Electronic Dictionary and Audio PhraseBook. This will provide for translation for parents into 183 languages, including many African Languages. With this translator, we will be able to send home class newsletters in the appropriate languages and make full use of the parent notification tools available via online gradebooks but providing indepth information in the appropriate languages. This home-school connection is vital when sharing with parents the news of their children's and triumphs.

On August 7 we held a newcomer orientation for parents of students entering our Freshman class. During orientation, we introduced parents to the credits accumulation process, Regents expectations, and the assistance their children will receive in transitioning to high school as well as to post-secondary education/career.

In addition, because we have, for the first time, a junior class, this spring we will be offering a College Application workshop for parents of ELLs and FELLs. Parents who are recent immigrants to the United States are unfamiliar with the process of applying to college and are therefore, unable to provide timely, appropriate assistance to their children. Our goal is to share with the parents the timeline for visiting and applying to college as well as the steps necessary. This would include information about the applications, FAFSA, scholarships and grants vs loans, and resources for students without documentation. This workshop would be presented by the guidance counselor, with another staff person for translation, as well as our CBO's College and Career Readiness counselor. Ideally, this would be followed up with additional workshops in the fall if funds are granted.

Tentatively, on June 10th, we will have an orientation process for students who have been matched with our school. We will share the program that we have for ELL students, as well as additional social-emotional supports. This will be an opportunity for parents to learn about the ways that we will work together to ensure their children's academic and social success in high school and beyond.

Part E: Budget

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

Allocation Amount: \$0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 08	Borough Bronx	School Number 559
School Name School for Tourism and Hospitality		

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 Brian Condon	Assistant Principal Blayne Gelbman
Coach type here	Coach type here
ESL Teacher Margaret Amores	Guidance Counselor Meryem Ibrahim
Teacher/Subject Area Allan Feltes/SPED	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other Risa Whipple (CBO)
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	165	Total number of ELLs	36	ELLs as share of total student population (%)	21.82%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class										2	2			4
Pull-out										3	1			4
Total	0	0	0	0	0	0	0	0	0	5	3	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	8
SIFE	6	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	15

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	13	2	2	8	3	2	15	1	4	36

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		
Total	13	2	2	8	3	2	15	1	4	36
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
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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										22	5			27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										3	0			3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										5	1			6
TOTAL	0	30	6	0	0	36								

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)										6	1			7
Intermediate(I)										2	1			3
Advanced (A)										22	4			26
Total	0	30	6	0	0	36								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	3	1	2	0
Physics				
Global History and Geography				
US History and Foreign Language	2	1	2	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
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?**Paste response to questions here:**
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?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?**Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here:
 1. When a potential ELL comes for intake, the ESL Coordinator, Margaret Amores administers the Home Language Survey. After Ms. Amores completes the student interview, she will show the parent the video detailing the various types of instruction for ELLs, ask the parent to complete the Parent Choice Form, and then explain the self-contained model that we are using, a version of Free-Standing ESL. Ms. Amores will administer the LAB-R and, if necessary, contact the parent to determine if the parent wants to enroll their child or if they would like assistance in locating a program that matches their choice. If the parent does not speak a language spoken by someone on staff, we will utilize the DOE’s interpretation services.
 In April/May of each year, Ms. Amores, who is ESL certified, will conduct the NYSESLAT with all eligible students.
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.
Paste response to question here: When students initially enroll in the school, their parents are with them to complete paperwork. At this time, we ask that they fill out the HILS and are shown the video, if there is any chance the student could be an ELL. The DOE’s Interpretation Service will be utilized if the parent does not speak a language that is spoken by the staff or that the video is currently available in. Communicating in the parent’s native language will clear up any confusion about the programs available.
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 [\[see tool kit\]](#).)
Paste response to question here: Ms. Amores, who is ESL certified mails entitlement letters to students’ homes each fall. Parent

Survey and Program Selection forms are completed when the parent comes to enroll the student.

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.
Paste response to question here: At this time, we are using a self-contained model, with push-in services. Our current student population does not have enough students in one language to qualify for a Bilingual Program. If, in future years, our population changes and there are sufficient students, we would verify with the parents which program they want for their children and open the program.
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.
Paste response to question here: Students who are programmed for self-contained ESL will take the NYSESLAT during that class period. Given the length of the testing window, students are able to make up sections if they are absent. Students who receive only push-in services will be pulled out of class in order to take all four sections of the exam.
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. 
Paste response to question here: In our second year, I notice that many parents selected bilingual education but students have been placed in ESL for many years. Students selected this program from many offerings in the High School Selection Process. Their parents were made aware of the fact that this is a Free-Standing ESL program and Ms. Amores contacted parents, either by phone or in person, to explain the program and give them the option to transfer to a Bilingual or Dual Language program. This year, none of the students offered a transfer to a Bilingual or Dual Language program decided to transfer.

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. Most students are placed in self-contained ESL classes based on their latest NYSESLAT scores. There are a few students with IEP's whose program does not allow them to be programmed for this class. These students receive push-in ESL services in their content area classes.
- b. Students are programmed in ungraded, homogeneous ESL classes based on their latest NYSESLAT scores.
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)?

All Beginning students are programmed for two-hour long classes each day, which exceeds the number of minutes mandated. Intermediate students are programmed for one-hour long class each day. They also receive push-in services to exceed the number of mandated minutes. Advanced students are programmed for one-hour long class each day, which exceeds the number of minutes mandated. Students with IEP's are placed in classes as permitted by their program mandated by the IEP. They receive push-in services in content area subject to ensure that they meet the mandated number of minutes.

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.

All content area classes are taught in English. During staff wide common planning time, teachers are able to share strategies to assist all ELLs. Using our NYSESLAT data, we can see that our students need greater support in the areas of reading and writing. Across the school we are using Achieve 3000, which is available in English and Spanish, to build reading comprehension skills. We are also implementing the Collin Writing Program to provide structured writing development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Currently, ELLs are not taking Native Language Arts.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
During ESL, students have tasks that require them to focus on each of the different modalities. In addition, by incorporating the Collins Writing Program, teachers across the curriculum are infusing their classes with activities that target the reading, writing, speaking, and listening skills necessary for students to acquire English.

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. SIFE in high school are intellectually able to comprehend the assignments but have difficulty completing them because of the gaps in their education. Because the teaching staff has common planning time, we are able to identify specific skills that need reinforcement. As a part of the push-in service, the ESL teacher is able to work with small groups or individual students to rectify these gaps and provide further instruction/scaffolding to fill in the holds. SIFE are also referred to after school tutoring to further target and eliminate academic gaps. b. Newcomer ELLs are placed in two hours of ESL daily. They take their content area classes together. During the ESL class, time is dedicated to working on content area vocabulary and tasks. Content area teachers offer tiered assignments to allow newcomer ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. They use dictionaries, translators, and bilingual materials. They are offered the option of taking mandated exams in English or in their native language. Each year they are given the NYSESLAT. c. ELLs who have received service for four to six years are placed in daily, hour long ESL classes. They also take daily, hour long Because of the size of our school, they often take classes together. Content area teachers offer tiered assignments to allow ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. They use dictionaries, translators, and bilingual materials. They are offered the option of taking mandated exams in English or in their native language. Each year they are given the NYSESLAT. d. Long-term ELLs are placed in daily, hour long ESL classes. They also take daily hour long ELA classes. Because of the size of our school, they often take classes together. Content area teachers offer tiered assignments to allow ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. They use dictionaries, translators, and bilingual materials. They are offered the option of taking mandated exams in English or in their native language. Each year they are given the NYSESLAT. e. Former ELLs are no longer programmed for ESL classes. Because of the size of our

school, they often take classes with current ELLs. Therefore, they benefit from the strategies used for the ELL's. Content area teachers offer tiered assignments to allow ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. When the ESL teacher does push-in for current ELL's she is also able to check in with the former ELLs. They use dictionaries, translators, and bilingual materials. They are offered the option of taking mandated exams in English or in their native language.

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?

ELL-SWDs are placed in classes with both a SPED and content area teacher. They use visuals, graphic organizers, tiered texts, pair-shares, and bilingual material to allow for multiple entry levels.

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?

Paste response to question here: ELLS with Special Needs are serviced by both the ESL and SPED teachers. They receive co-teaching with the SPED teacher and content area teachers based upon the needs outlined in their IEPs. Depending on the requirements of their IEP, they may be programmed for ESL. Regardless, all ELL-SWDs receive push-in ESL services in the content areas to

Courses Taught in Languages Other than English

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

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

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

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

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

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

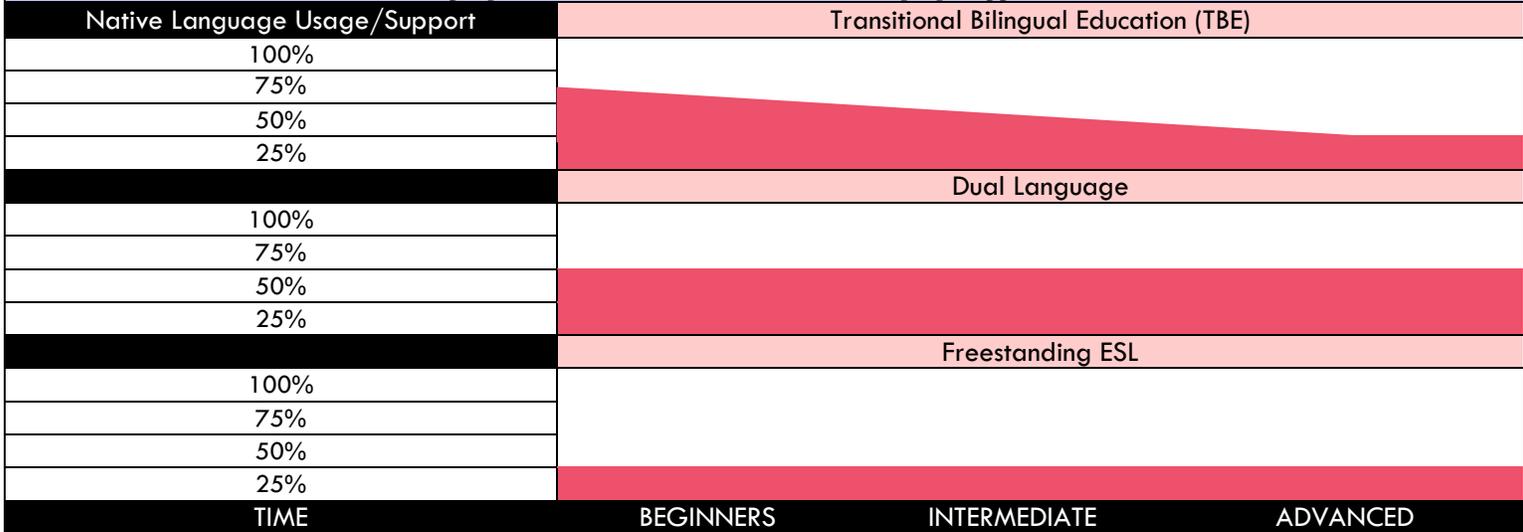
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Currently, newcomer ELLs have class time dedicated to developing the content area vocabulary that will allow them to succeed in the content areas. In addition, the ESL teacher provides push-in support for ELLs and former ELLs on an as-needed basis. Starting in December, after our 1st trimester ends, we will begin intensive tutoring to address the needs of all students, including ELLs and former ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- After 2012-2013, we revamped the program for ELLs to provide self-contained classes, dedicated to language acquisition. At this point in the school year, it is difficult to assess the effectiveness in comparison to the co-taught method used in the previous school year.
11. What new programs or improvements will be considered for the upcoming school year?
- At this time, we are not considering a change to the ESL program for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- At this time, we are not considering discontinuing any programs/services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are encouraged to participate in all after school activities. Currently, our campus offers several sports, student counsel, programming, and robotics. There are ELLs participating in all of these activities. They have also participated in suggesting other activities that would be of interest, which we are in the process of rolling out and which would include ELL participation.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All classrooms are equipped with a projector, document reader, and have access to either IPADs or laptops. This allows teachers to present materials in a variety of ways including traditional texts, tiered texts, videos, quizzes, and games. Class assignments and materials are posted on Edmodo allowing ELLs to refresh their memories at a later time or to explore concepts more slowly if need be. Students routinely use Achieve3000 to read tiered texts to improve reading comprehension and writing skills as well as gain content area information.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- High School students do not take Native Language Arts/Foreign Language every year. At this time, we are not offering Native Language Arts.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services support and resources correspond to ELL's ages and grade level. Everything is tailored to the challenges facing incoming Freshmen as they transition from middle school to high school or Sophomores as they continue to accumulate credits and take Regents.
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.
- All students, including ELLs are invited to New Student Orientation during the summer, as well as Summer Bridge. All freshmen are assigned an advisor to help them transition to high school. ELLs who enroll throughout the year will also be assigned an advisor to help them transition.
18. What language electives are offered to ELLs?
- Currently, we are planning which language electives to offer to our students as they enter the 11th grade.
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)?

We do not have a dual language program.

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. Because of the small size of our school, all teachers are teachers of ELLs. There is daily staff-wide common planning/professional development time included in the day. This includes strategies for working with special populations.
 2. All teachers are supported by our network, CFN 107, to help us transition the students to the expectation of the Common Core. Included in this is how to work with special populations. In addition, we have approximately 20 days of professional development with Bank Street to help teachers understand and implement the Common Core for all learners.
 3. All students transitioning from middle school to high school are assigned an advisor. They also take an Advisory class using the Executive Function curriculum, which is designed to help students overcome the differing expectation of high school. By creating good habits now and helping students to overcome feelings of unease, they will be more successful during their time in high school.
 4. Teachers who have not yet met the 7.5 hours of ELL training as per Jose P. with either address that during professional development with the principal, the ESL teacher, or by attending outside professional development. Paste response to questions here:

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. The school has an open door policy. Parents are invited to visit at any time. They can reach teachers and staff via phone as well. All student grades are provided to parents via EngradePro. The PTA is open to parents of ELLs.
 2. This year we began a partnership with Eastside House, which provides many social services to students and their families. This partnership began as a result of the conversations we had last year with parents and that we continue to have with both parents and students. As this partnership develops, we will be holding workshops for parents.
 3. As our parents come to the school to register their children, attend parent-teacher conferences, take part in the Parent Association or visit to address an area of concern, they are able to meet with advisors from Eastside House, our staff social worker, teachers, or administration to share their needs.
 4. Based on conversations that we had with parents last year, we entered into a partnership with Eastside House to provide families with additional social services to address the concerns they had. As we move forward, we will continue these conversations and respond to the emerging needs of our parents. Paste response to questions here:

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: <u>School for Tourism and Hospita</u>			School DBN: <u>08x559</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brian Condon	Principal		1/1/01
Blayne Gelbman	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Margaret Amores	ESL Teacher		1/1/01
	Parent		1/1/01

Allan Feltes/SPED	Teacher/Subject Area		1/1/01
Guy Martin/SPED	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Risa Whipple	Other <u>Eastside House</u> (CBO)		1/1/01
	Other _____		1/1/01
	Other _____		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: **8x559** School Name: **School for Tourism and Hospitality**

Cluster: **1** Network: **107**

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

Part A: Needs Assessment Findings

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

When parents come in to fill out paperwork to register their child, we ask about translation and interpretation needs. This is revisited during Parent Association meetings. Many of our parents requested information be provided in Spanish. Information that is sent home is sent to all students in English and Spanish.

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.

The majority of our parents speak Spanish, though many speak English as well. Because of this, we provide information in both Spanish and English. This was shared with staff during our common planning time and also with parents during our Parent Association meeting. The School Leadership Team is also aware of the linguistic needs of the parents.

Part B: Strategies and Activities

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

We use in house translation services for information in Spanish. All documents that are sent home with students are double-sided: one side in English and the other in Spanish. If a parent requested information in a different language and no one on staff wrote in that language, we could contact Translation and Interpretation for assistance.

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

We have several staff members who are Spanish-English bilingual and provide oral interpretation services for parents. If a parent requested information in a different language and no one on staff spoke that language, we would contact the translation service to assist the parent.

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>.

The School for Tourism and Hospitality meets the requests of its parents by providing information, both written and spoken, in Spanish and English. For parents who may want information in another language, we would use the services provided by the Translation and Interpretation Unit to ensure appropriate and timely information is provided to that parent.