

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**17K408**

**School Name:**

**ACADEMY OF HOSPITALITY AND TOURISM**

**Principal:**

**ADAM BREIER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Academy of Hospitality and Tourism School Number (DBN): 17K408  
Grades Served: 9-12  
School Address: 911 Flatbush Avenue, Brooklyn, NY 11226  
Phone Number: (718) 564-2580 Fax: (718) 564-2581  
School Contact Person: Adam Breier Email Address: abreier@schools.nyc.gov  
Principal: Adam Breier  
UFT Chapter Leader: Jack Shvarts  
Parents' Association President: Monica Brandt  
SLT Chairperson: Adam Breier  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Monica Brandt  
Student Representative(s): Roja Burke

**District Information**

District: Affinity Superintendent: Fred Walsh  
Superintendent's Office Address: 337 7th Avenue, NY, NY 10001  
Superintendent's Email Address: FWalsh@schools.nyc.gov  
Phone Number: (212) 356-3739 Fax: (212) 356-7514

**Borough Field Support Center (BFSC)**

Brooklyn South Field  
BFSC: Support Center Director: Cheryl Watson-Harris  
Director's Office Address: 415 89th Street, Brooklyn, NY 11209  
Director's Email Address: CWatson21@schools.nyc.gov  
Phone Number: (718) 759-4862 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Adam D. Breier	*Principal or Designee	
Jack Shvarts	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

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

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

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

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

The elements of the Framework for Great Schools in which AOHT made the most progress during the 2014-2015 school year were: Supportive Environment, Collaborative Teachers, Effective School Leadership & Trust.

The elements of the Framework for Great Schools that will serve as key areas of focus for AOHT during the 2015-2016 school year are: Rigorous Instruction, Collaborative Teachers, & Effective School Leadership.

## 17K408 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	293	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	13
School Composition (2013-14)					
% Title I Population	82.0%	% Attendance Rate			78.2%
% Free Lunch	81.5%	% Reduced Lunch			3.0%
% Limited English Proficient	19.5%	% Students with Disabilities			17.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			83.2%
% Hispanic or Latino	10.2%	% Asian or Native Hawaiian/Pacific Islander			3.3%
% White	1.0%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			29.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			9.25
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	35.9%	Mathematics Performance at levels 3 & 4			41.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	66.7%	% of 2nd year students who earned 10+ credits			42.4%
% of 3rd year students who earned 10+ credits	52.7%	4 Year Graduation Rate			67.6%
6 Year Graduation Rate	70.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

According to preliminary student credit accumulation data as well as Regents Exam score data disaggregated to show common core learning standards alignment, instructional rigor needs to be increased.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all content-specific teacher teams will have analyzed AOHT’s curriculum maps and the depths to which the Common Core Learning Standards are represented and covered, comparing this analysis with Regents Exam item analysis data (disaggregated per student responses and each question’s relation to one of the CCLS or relevant NYS content area standards) and use the resulting analysis data to increase instructional rigor.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>			
Teacher Team meetings structured to include analyses of AOHT’s curriculum maps relating to current level(s) of rigor/CCLS alignment.	All Teachers	September-June	Principal, AP, Teacher Leadership Program Participating Teachers

Analysis of results of above action compared to item analyses from January 2015 and June 2015 NYS Regents Exam administrations, disaggregated as per each question's alignment to the CCLS, in order to determine key areas of success and key areas of need for strengthening of rigor in curriculum maps.	All Teachers	September-June	Principal, AP, Teacher Leadership Program Participating Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Danielson Implementation Workbook											
Other books to be identified											
Aohterasmus.org website											
Advance Materials											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Review of progress at Teacher Team meetings. Revising work as needed as informed by analyses. By end of Term 1, curriculum maps for Term 1 courses will have been edited/improved as a result of the Teacher Teams’ work, evidencing strengthened academic rigor.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A relatively high rate of suspensions, prior to the 2014-2015 school year, resulted from not having effective means of resolving poor student behavior that fell short of serious disruption or danger. While AOHT’s incidents of discipline code infractions have dropped dramatically during the 2014-2015 school year, we need to ensure that this is AOHT’s trend, and not an isolated occurrence.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students will increase the effectiveness of AOHT’s restorative justice program by developing the “judicial” branch of our student government. This student group will be trained in peer mediation

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Creation of Judicial Branch of Student Government</p>		<p>November 2015 - June 2016</p>	<p>COSA, Dean, Assistant Principal</p>

Representatives from all Advisories will have seats in this student group, systematically including ELL students.	All teachers	November 2015 - June 2016	Dean, Advisors, AP, Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
.6 Compensatory Time for Dean
.4 Compensatory Time for Assistant Dean
Per Session for COSA
Common Planning Time for Dean, Assistant Dean and COSA
Anti-Defamation League Training
Laminated posters for all classrooms
Skedula to record infractions for which peer mediation can assist – directed to faculty advisor for student judicial group
Improved detention room procedure, with documentation
Possible per session for faculty advisor

<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Reduced number of principal suspensions based on classroom infractions.
Reduced number of students removed from class by Dean.
Monitoring of progress via analysis of suspension and detention data at term end, compared with data for Term 1 2013-14, and Term 1 2014-2015
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Pass rates for Global History Regents Exam for the 2014-2015 school year was follows: Global History - 24.5%, Living Environment – 44.6%, Algebra – 46.7%, and Algebra Common Core – 13.2%. In many cases, through inquiry and item analysis, we have identified literacy and academic language as key factors, and will address them in the coming year through further analysis by teacher teams, and development of strategies for remediation and teaching of key skills. We have particularly identified black male students as a target group.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, social studies teacher team members will collaboratively analyze student performance tasks to improve problem solving skills as measured by a 5% increase in students scoring at or above passing rate on the Global History Regents Exam.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
Content Team meetings to plan and organize subject-specific inquiry, using data from past exams and constructed data from inquiry	Black Male Students	September – June	Teachers, AP, Principal

Curriculum Map Assessment – utilizing Regents Exam item analyses to target curriculum map improvements	All students	September – June	Lead Teachers, AP, Principal
Writing Project team (implementation of literacy and grammar strategies to support writing in classes and exams)		October – June	WIT Team, PD Committee, AP, Principal

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Source data (ATS, STARS)

Team-created assessments and tasks

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Completion and share-out of Inquiry Team results at end of Term 1 as preface to Term 2 extensions.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

According to the data from Advance, at Academy of Hospitality and Tourism High School 16% of teachers were rated Highly Effective and 50% of teachers rated Effective in their Measure of Teacher Practice (MOTP) rating. In addition, 22% were rated Developing while 11% were rated Ineffective. In alignment with the Citywide Instructional Expectations and in order to ensure quality instruction for students, AOHT will collaborate with the professional development committee and individual teachers to ensure all teachers receive differentiated professional development that is aligned with their needs as reflected in their observations and needs of their students.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By September 2016, Academy of Hospitality and Tourism will have a 5% increase in Effective teachers.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>			
School-Wide Instructional Focus :	All teachers	September – June	Lead Teachers, PD Committee, AP, Principal

<ul style="list-style-type: none"> <li>• AOHT’s administration will review and analyze data from teacher observations from the previous school year and identify gaps between teachers’ observations and student outcomes.</li> <li>• Based on review from the data and in collaboration with the Instructional Leadership Team; Administration will determine a school-wide instructional focus for the year.</li> </ul> <p>In partnership with the Instructional Leadership Team, Professional Development opportunities will be provided for staff in support of meeting the expectations of the school-wide instructional focus.</p>			
<ul style="list-style-type: none"> <li>• Through frequent cycles of observations, AOHT administrators will determine the effectiveness of individual teachers’ professional development plan and make adjustments accordingly.</li> <li>• AOHT will work closely with the CUNY School Support Organization to ensure school personal at all levels have access and opportunities to participate in professional development.</li> </ul> <p>AOHT will collaborate with other schools on the campus and in the CUNY SSO network to exchange best practices</p>	All Teachers	September – June	Lead Teachers, AP, Principal

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher performance data, i.e. scholarship reports and student assessment results</p> <p>Teacher Observation Reports</p> <p>School Quality Guide Report</p> <p>Coverage Money for Intervisitations</p> <p>Substitute Funds for Cover Teachers for PD</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 2% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Election of Parent Association officers and SLT representatives</p>	<p>All Parents</p>	<p>October</p>	<p>AP, Principal</p>

Addition of new extra-curricular programs including Ping Pong Club and Olympic Archery, Soccer Madness, other sports events	All Parents	September – June	Teachers, Advisors, AP, Principal
Continuation and development of existing programs, including Food Club/Community Service and National Honor Society	All Students	September – June	Club Advisors, Teachers, AP, Principal
Creation of parent activities, including series of workshops for parents, alumni and alumni parents to increase community connection to school.	All Parents, Alumni, Alumni Parents	November – April	Business Teacher, Student Assistant Teacher, Parents, AP, Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Computer Lab											
Licensing for Microsoft Course											
Sports Equipment											
Per Session hours											
Weekend permits											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Multiple benchmarks, including student participation levels, parent participation in meetings as well as classes.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Did not pass Regents exam or owes credits	Tutoring, on-line learning, after school courses	Small group and online one-to-one	Before, after and during school day, weekend
<b>Mathematics</b>	Did not pass Regents exam or owes credits	Tutoring, on-line learning, after school courses	Small group and online one-to-one	Before, after and during school day, weekend
<b>Science</b>	Did not pass Regents exam or owes credits	Tutoring, on-line learning, after school courses	Small group and online one-to-one	Before, after and during school day, weekend
<b>Social Studies</b>	Did not pass Regents exam or owes credits	Tutoring, on-line learning, after school courses	Small group and online one-to-one	Before, after and during school day, weekend
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Disciplinary record, social emotional growth, referral by advisors, parents, teachers and guidance counselors	Counseling, placement assistance	Small group and online one-to-one	Before, after and during school day, weekend

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Instructional coaching sessions
Weekly in-house professional development
Accommodations made for out-of-school professional development

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Professional Development as provided by internal resources: Principal, Assistant Principals, Lead Teachers, Dean and Safety Staff</li> <li>• Professional Development as provided by the City University of New York Affinity Group</li> <li>• Professional Development as provided by the NYCDOE offices and institutions during Chancellor Conference Days for Professional Development</li> <li>• Professional Development as offered by private institutions and paid for by AOHT out of its budget</li> <li>• Teacher program as designed and developed to maximize teacher and student success</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Participation on the MOSL Committee.

Four teachers sit on the Instructional Leadership Team. This team is running a professional development series in which the use of formative in-class assessments are taught, modeled and then revisited by the faculty.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	240,227.00		

Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,755,189.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** *(Required for All Title I Schools)*

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Academy of Hospitality and Tourism High 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Academy of Hospitality and Tourism High 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 the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

Academy of Hospitality and Tourism High 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 on assessments.

## **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

Part A: School Information	
Name of School: <a href="#">Academy of Hospitality&amp;Touris</a>	DBN: <a href="#">17k408</a>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

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

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

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

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

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

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

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

- English

- 1 ESL, 1 Math, 1 Career and Technology

## Part C: Professional Development

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

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

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

### Part C: Professional Development

will support Mr. Affoon in servicing our ELLs in our Business Program.

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

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

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

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

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

-

### Part E: Budget

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> </ul>	_____	_____

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

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

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

**A. School Information**

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>408</b>
School Name <b>Academy of Hospitality and Tourism</b>		

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

Principal <b>Adam Breier</b>	Assistant Principal <b>Luke Fitzgibbon</b>
Coach <b>Jack Shvarts</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Julie Nalty</b>	School Counselor <b>Kevin Odoi</b>
Teacher/Subject Area <b>Diana Calixte</b>	Parent <b>Anns Ferry</b>
Teacher/Subject Area <b>Math</b>	Parent Coordinator <b>Do not have a PC</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Daniel Walsh</b>
Superintendent <b>Fred Walsh</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

**D. Student Demographics**

Total number of students in school (excluding pre-K)	240	Total number of ELLs	40	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	40	<b>Newcomers</b> (ELLs receiving service 0-3 years)	31	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>	15	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	3

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	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	31	12	4	6	5	2	3	1	2		0
<b>Total</b>	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
SELECT ONE										0				0
Arabic										0	0			0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE																					0	0	
SELECT ONE																						0	0
SELECT ONE																						0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
SELECT ONE											0	0
SELECT ONE											0	0
SELECT ONE											0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

Freestanding English as a New 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											1	1	5	0
Chinese														0
Russian														0
Bengali														0
Urdu													1	0
Arabic												2	4	0
Haitian										1	7	7	9	0
French											1		1	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	0	0	0	0						4	4	1	4	0
<b>Emerging</b> (Low Intermediate)										3	7	5	2	0
<b>Transitioning</b> (High Intermediate)											5		2	0
<b>Expanding</b> (Advanced)												1	2	0
<b>Commanding</b> (Proficient)													3	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	40			
Integrated Algebra/CC Algebra	28	4	5	1
Geometry/CC Algebra	11			
Algebra 2/Trigonometry	2			
Math CC	15	2	1	1
Chemistry	2			
Earth Science	13			
Living Environment	15			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	37	1	7	
Geography				
US History and Government	30	3	1	3
LOTE	1		1	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We use teacher-created assessments to evaluate early literacy skills. Such assessments range greatly in format; some of these assessments require students to write in their own language on various literacy levels, while other assessments require students to provide their knowledge of letter /sound recognition or how to use a bilingual dictionary. The data from these assessments provides us with the conclusion that our ELL population has a great range of literacy levels. The data shows that we have a very small percentage of ELLs who have low levels of literacy (including illiteracy), while the rest of our ELLs have an intermediate or higher literacy level. The insights gathered from this data inform our school's instructional plan in the following ways: all content area teachers embed literacy instruction through the implementation of our WIT program (Teaching Basic Writing Skills), all teachers strategically group students so that students with higher literacy levels can work with students with lower literacy levels, the ESL teacher uses many various strategies to teach a range of literacy skills, and the ESL teacher works with other teachers to help them develop strategies for teaching earlier literacy skills. Foutas and Pinnel
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Students in the tend to make there biggest gains from 11<sup>th</sup> to 12<sup>th</sup> grade . Patterns display a substantial drop in score throughout grade levels with. There were 17 intermediate, 7 beginners, 2 advanced based on 2015 NYSETELL data and 9 Intermediate, 8 beginners and 2 advanced based on the NYSLAT in 2014. We recognized a number of students that moved from intermediate to beginner. As a result we created a lunch period ELL course for beginners .
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school recognizes the importance of all four modalities (reading, writing, listening and speaking) while learning a foreign language and in content area subjects. The teachers in our school provide plenty of opportunities for discussions, writing, listening and writing. The data reveals that students struggle most in writing. As result we have created a writing initiative team (WIT). This team create lessons which are implemented school wide across all content areas. ELL modifications are added such as glossaries and translations in order to aide them in the writing assignments and skill development. Our ESL teacher is a member of the team and provides valuable input with regard to adapting lessons for ELL students across all content areas.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Analyzing the Periodic Assessments we can say that the ELLs scored better in test taken in their native language than in test taken in English. Although our school does not provide a dual language program or a bilingual one, it encourages the teachers to use the students' native languages in instruction. Exposure to the native language varies from translations of every day assignments to translations of entire units. We also have a diverse staff that assits with translation, 2 Spanish speakers, 2 French, 1 Hatain, 1 Arabic. Home language is used in each program through diffentiation of instruction. Documents and other resources are translated into home language prior to lessons. If studentsanswer in their home language teachers are supported in translation by campus staff. School leadership used results of the ELL perodic assesment to schedule courses that best meet the needs of the students based on their scores. A lunch period ELL course was established in order to better meet the needs of each student based on these assessments. Teachers use the results to drive instructioun and re-teach and/or reinforce skills and knowledge students continue to struggle with. The results are provided for teachers and common planning time is allotted for the content teachers to work with the ELL team.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Our ESL/Bilingual teachers follow the CCLS and the New Language Arts Progressions/Native Language Arts Progressions. speaking and listening are evaluated throughout the year in all content area learning. Weekly vocabulary building activities in content areas and during literacy development, lay the groundwork for oral fluency. English Language Learners are encouraged to speak and share ideas using the Socratic Method and Evidence in Argument with their classmates and teachers, which in turn leads to more complex language and more effective interactions with others. ESL teachers evaluate listening and speaking during read alouds and other language activities. Teachers frequently ask probing open-ended questions, which allow the ELL to display their listening and speaking skills. ESL teachers take inventory on a monthly basis by using a skills checklist on each child.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our program is evaluated in several ways. We analyze the number of students who improve their scores or score at a level of proficiency on the NYSESLAT. We also look at student scholarship data to determine credit accrual and progress toward graduation. We also evaluate student progress on standarized tests (Regents, etc.) to determine students making AYP. The biggest hurdle for all ELLs does seem to be Regents exams, as can be seen with the low number of students achieving passing grades.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
  1. At the Academy of Hospitality and Tourism (AOHT) ELLs are identified when parents register their children for school for the first time in the NYC School System. The parent or guardian fills out the Home Language Identification Survey (HLIS) with the assistance of an ESL pedagogue, who then determines if the home language is other than English. The ESL Specialist, a licensed and trained pedagogue, then conducts an interview with the child and parent with the help of a native language translator. The translators AOHT uses are our ESL teacher (Spanish, Hattian Creole, Arabic, & Urdu) or naitive speakers located on campus. Then if necessary, the ESL Specialist a licensed and trained pedagogue, administers the formal English proficiency test called the Language Assessment Battery- Revised (LAB-R) to the student within 10 days of admittance, 20 days if SWD. Starting in February 2014 a new initial assessment will be administered, the NYSITELL. Performance on the LAB-R (now) or the NYSITELL (starting in February 2014), determines the child's entitlement to English language development support services. Students who pass the test do not require ESL services. Those who score at the Beginner, Intermediate, or Advanced levels are considered Limited English Proficient ( LEP). The student is then initially placed in

a bilingual education or freestanding ESL Program. The parent is then invited to a parent orientation meeting presented in the parents' native language, to learn about all of NYC Schools programs. The school sends the ELL Entitlement letter on school letterhead (in the parents'/guardians' preferred language) to parents/guardians informing them of their child's entitlement to ELL services and the parents'/guardians' right to choose one of the three ELL programs offered in NYC. At the meeting, the ESL Specialist or another licensed and trained pedagogue ESL teacher, shows the parent orientation video in the parents'/guardians' preferred language and gives out parent brochures in the different languages that are available. The parent has an opportunity to ask questions (in the parent's native language), in order to make an informed decision about his or her child's final placement. The school allows parents/guardians to choose one of the three ELL programs offered in NYC (Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding ESL). The ESL Specialist or other licensed and trained pedagogue, collects and reviews each Parent Survey and Program Selection Form for accuracy and signature and places students in programs based on parent choice in accordance with ASPIRA Consent Degree. The required information for newly identified ELLs is then entered onto the ELPC screen in ATS. All new entrants whose HLIS responses indicate a home language of Spanish and scores below LAB -R cut scores must be administered the Spanish LAB, only once at the time of initial enrollment, during the same testing period (within 10 days) in order to determine language dominance for instructional planning and for providing bilingual and ESL services. The Spanish LAB is administered by a Spanish speaking ESL licensed and trained pedagogue .

Every child identified as an ELL is evaluated annually to determine his or her progress in the English language by using the New York State English as a Second Language Achievement Test (NYSESLAT). New York State developed the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring to determine whether the student will continue to receive services for the next school year. The steps taken to annually administer all sections of the NYSESLAT start with identifying and listing ELLs in self-contained ESL classes, Bilingual classes, mixed advanced/proficient classes, and those ELLs who need testing modifications. Then testing schedules are made to accommodate all groups. Finally, all ELLs are tested on the same days during the morning session of school. If an ELL is absent during the scheduled testing days but returns to school during the NYSESLAT testing window then that student takes the missing parts of the test the day he or she return to school.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If the indication that a student is SIFE is revealed at the time of completion of the HLIS by the parent, the student will be administered the Oral Interview Questionnaire. Based on responses given during the interview, the student will be administered the LENS. Results of the LENS will be provided to the teachers of the student for instructional planning purposes. The student's work will be evaluated throughout the year to determine the student's final SIFE status after initial identification.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

3. Students with IEPs will be given the HLIS upon enrollment. If the student's home language is other than English, the LPT will meet to determine if the NYSITELL should be administered. The Language Proficiency Team consists of:

Luke Fitzgibbon - Assistant Principal

Jack Shvarts - Program Chair/SWD Coordinator

Julie Nalty - ESL Teacher

Diana Calizte - Haitian Creole speaking Dean/Math teacher

Khelaid Mamdooh - Arabic speaking para-professional

Alfredo Parks - Spanish Teacher

Anns Ferry - Parent

Entitlement letters and program selection:

The LPT team will be led by the coordinator Jack Shvarts and will also include Diana Calizte, Julie Nalty and Anns Ferry.

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

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

4. ensures that entitlement letters are distributed to every ELL student. Starting early in September the ESL Specialist reviews the spring NYSESLAT scores and sends home continuing entitlement letters to all returning ELL students. It is a priority at AOHT to get newly admitted parents of ELLs to come to parent orientation meetings and to collect a program selection form from each parent. We send home several invitations (entitlement letters) with meeting times that are convenient for parents and we call those parents who can not make a regularly scheduled meeting to ask them when they are able to come. Either a one-on-one meeting is arranged at school to meet the parent's schedule or a phone conference is arranged with a native speaking ESL teacher so that the parent can

freely ask questions and become fully informed about their child's placement. Original signed copies of Parent Survey and Program Selection forms are stored in the student's cum folder in their classroom. Copies of the Parent Survey and Program Selection forms are secured with the ESL/Bilingual Coordinator. After the Parent Survey and Program Selection forms are collected at parent orientation, the child is placed in one of our Transitional Bilingual Classes or in one of our Freestanding ESL Classes, depending on parent choice. If space or a program is not currently available and the parent refuses the schools offerings from the bilingual/dual language lists, then those parent selection forms are kept on file and monitored until we have enough to open a parent preferred classroom program.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

Jack Shvarts and Julie Nalty are tasked with the informing in orientation session and with ensuring translation service is provided. If a student is determined to be an ELL as a result of the ELL Identification Process during first time entry or reentry, the parent/guardian /students 18+ will be informed of their right to request that the ELL Identification Process be done a second time at the same time that they are being informed of instructional models during the parent orientation session. The ESL teacher and Assistant Principal of Student Support Services inform parents/guardian/students 18+ of this right. Parents are informed that this must be a written request, and that the school can assist with the translation of the letter if the letter cannot be written in English. All documentation is placed in the student's cumulative file by Ms. Kemp.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

The default option is the bilingual program. If a TBE/DL program becomes available all parents will be notified through all of the previously described forms of outreach as well as an orientation to discuss the options that are available. At the orientation there will be access to translation services based on all HLA surveys, which have been identified in the student demographic section.

At the orientation parents can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English will be recorded on the agenda. During the orientation, schools also provide information on standards, curriculum, and assessments. The parent orientation session will provide information on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs.

Parents will be provided with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, being AOHT does not have a bilingual program the student will be placed in stand alone ENL program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Follow up phone calls will be made using by the ESL teacher, Julie Nalty and LBT, and using over the phone interpreters where necessary. Home visits will be conducted by the attendance family worker, Randy Reichbach, when these outreach methods are not effective. When received Parent Survey and Program Selection forms are stored in the student's permanent record and the information is recorded in ATS.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our ESL teacher Julie Nalty will work with our pupil accounting secretary in conducting outreach via email, phone, backpack and mail. We also send the attendance teacher to the home if there is no response. Records will be kept in the cumulative file.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once the student's program has been determined based on parent selection process, the Program Chair Jack Shvarts will send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

They are kept on file in the guidance office, cumulative records and entered into ATS.

11. 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.

In conjunction with the ESL teacher, Julie Nalty, the Program Chair Jack Shvarts, runs the RLER report from ATS for a list of NYSESLAT-eligible students. The required number of exams are ordered for students appearing on the report. The ESL teacher adheres to all of the testing windows for each section of the NYSESLAT and begins each part as soon as possible to ensure that all students take each part. A testing schedule is created and students as well as parents are informed of when they will be taking each section. Teachers of ELLs are informed of these testing periods and are informed to send students to the appropriate place if students forget

they are to take the test or are trying to avoid taking the test. Phonecalls are made to the parents of students who do not take a section of the exam. Extensive efforts are made to provide make-up sections for students who missed a part of the exam. The ESL teacher takes on this responsibility and works with the Program Chair to ensure that all students are tested. For the most part, only students who . NYSESLAT-eligible students who have long-term absences are identified and outreach is made to their parents to ensure students are present during scheduled exam times

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. All documents are kept in the students' cumulative folder with all other official school documentation. The Pupil Accounting Secretary, Ms. Belisle maintains these records. Access is permitted by school administration and guidance counselors. Teachers are allowed access to documentation only when reviewed with a guidance counselor or administrator.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend for the past few years has been for parents and their children to choose to remain in the self-contained model offered by our school. There have been parents who have requested any other placement. We will review our current model and based on performance determine if our students could be better served and if it is feasible to provide additional options. In the past parents who wanted a different program received requested and received alternate placement.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.  
Organizational Models: The organizational model of ESL Instruction at the Academy of Hospitality and Tourism (AOHT) is homogeneous  
b. Program Models: The program model is Ungraded and Homogenous -- all students regardless of grade are placed in classes according to their proficiency levels on the LAB-R and NYSESLAT (i.e. beginners, intermediates, and advanced response  
Stand-alone ENL instruction seeks to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ESL teacher to students who require the service. Stand-alone ENL classes are self-contained. Integrated ESL instruction seeks to build English language skills through content area instruction. This is accomplished through common planning sessions and professional development led by the ESL teacher and our Affinity Support Specialist.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
    - 2 a. Explicit ESL and ELA instruction minutes are delivered on our Self-Contained ESL Program as per CR Part 154. All beginners have three 45 minute periods of ESL each day five times per week, thus exceeding the requirement of 600 minutes per week of ESL for beginning ELLs. All intermediate students have two 40 minute periods of ESL each day five times per week, thus exceeding the requirement of 400 minutes per week of ESL instruction for intermediate ELLs. All advanced students have one 40 minute period of ESL instruction five times per week, as well as one 40 minute period of ELA instruction five times per week, thus exceeding the requirement of 200 minutes per week of ELA instruction. Since the only program model at AOHT is Self-Contained ESL, NLA instruction is not offered

3. Describe how core content is delivered in each program model. 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.

Our school utilizes a free standing ESL classroom model. ESL instruction is aligned with Common Core Learning as each lesson's aim follows Common Core ELA standards with an emphasis on Conventions of English Standards, and particular Text Types and Purposes Standards. ESL instructional approaches include sensory, graphic, and interactive supports. ESL instruction embeds native language and the use of imagery as a daily tool to make content comprehensible to foster English language development. The ESL classroom provides students with bilingual dictionaries in every ELL students' native language, picture dictionaries, bilingual phrasebooks, and the use of online dictionaries and translators; the use of these resources are a part of daily instructional practices. All of the above mentioned methods scaffold learning for ELLs and are thus in alignment with the CCLS standards. The ESL teacher uses a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, science texts, informational readings, poetry, historical nonfiction, and drama. In addition, "Keys to Learning" and "Keystone" series are utilized to teach students English across all content areas. Technology is utilized to increase student interest in achievement.

Multiple texts are used as well as other media. Classes focus on the four essential modalities of reading, writing, listening and speaking and the curriculum is aligned with both ELA and ESL New York State Learning Standards and New York City ELA Performance Standards. Learning strategies are taught explicitly and careful attention is paid to develop students' critical thinking skills. Classes use structured immersion and instruction draws upon various strategies to scaffold, support and raise students' academic achievement. Techniques include the differentiated instruction, balanced literacy scaffolded for ELLs and project-based authentic language learning activities. Students receive language-to-language dictionaries and content-area glossaries for use in classes and during high-stakes testing. The school complies faithfully with all time and location mandates for testing.

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

Although the ELLs are not taught in their native language in our school, they have plenty of exposure to their native languages through texts, tests, and tasks translated in their native languages. They receive training in using electronic translation websites. They have access to translation glossaries by content and to people who speak their native language.

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

The ELLs are tested in all four modalities throughout the year. The ESL teacher is designing assessments that measure all four modalities like listening tests, reading tests, discussions and written projects. Students are evaluated during their ESL classroom time in a number of ways. Lessons are developed to maximize student discussion, increase reading comprehension and stamina, and promote writing as a means of expressing claims. Both formal and informal assessments are used in order to test for understanding and to guide future instruction. Students also complete mock NYSESLAT exams as a means of evaluating their progress throughout the year. Item analysis' are run in order to identify areas of need and plan for targeted instruction in those areas.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

- 6 a. Instructional plan for SIFE:

SIFE students receive some one on one instruction during ESL instructional time. Differentiation for SIFE students sometime requires a separate assignment, a modified task, or being partnered with a native language speaking classmate. Differentiation for a newcomer includes the same aforementioned techniques/approaches as for SIFEs, however a newcomer receives more explicit language instruction with a heavy emphasis on grammar and vocabulary acquisition. Differentiation for a developing ELL shifts instruction to English only or English most of the time; this subgroup will make use of both bilingual and English only definitions for vocabulary acquisition. The Long Term ELL receives help in translating common language into academic language with a push of academic language instruction. Finally, the former ELL is provided with extra support in English class which consists of one on one for writing. Mandated services for former ELLs are for testing accommodations which include a separate location, time and a half, and state-approved glossaries.

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

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

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

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

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

d. Instructional plan for Long-Term ELLs:

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

e. The ESL teacher monitors progress of former ELLs and ensures that ELLs receive testing accommodations as needed on Regents examinations. These often include time extension, separate location, third reading of listening selection on ELA Regents, bilingual dictionaries and glossaries and simultaneous use of English and alternative language editions. Testing accommodations - All ELL students receive time and a half on exams. The only exception is SWDs. In these cases students the IEP contains the testing accommodation, which AOHT adheres to. If there is no testing accommodation the default is time and a half. The parent is notified of this and is given the opportunity to request a re-eval.

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

If a student is determined to be an ELL as a result of the ELL Identification Process during first time entry or reentry, the parent/guardian /students 18+ will be informed of their right to request that the ELL Identification Process be done a second time at the same time that they are being informed of instructional models during the parent orientation session. The ESL teacher and the program chair, Jack Shvarts, will inform parents/guardian/students 18+ of this right. Parents are informed that this must be a written request, and that the school can assist with the translation of the letter if the letter cannot be written in English. All documentation is kept in the student's cumulative file. For those students reidentified as ELL or non-ELL, the school will conduct monthly meetings to determine student progress. These meetings will include an Assistant Principal, ENL teacher, the student's ELA teacher, a content area teacher and the student's guidance counselor. Prior to this meeting, the ENL teacher will ask all of the student's current teacher's to fill out a school developed form about the student's academic and social progress. At the meeting the team will review these reports and any other available assessment information (Regents exam, Performance Based Tasks, Regents predictives, etc.) to determine the student's progress.

8. 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?

The following is a list of grade-level materials used for instruction for ELL-SWDs that provide both academic content areas and accelerate English language development: Pearson's Sidie by Side Plus Life Skills by Steven J. Molinsky & Bill Bliss, Longman Keys to Learning Text & Workbook, Longman Keystone Text & Workbook, and Longman's Third Edition of Stories We Brought With Us by Carol Kasser & Ann Silverman. Instructional strategies range from vocabulary modification, linking new information to prior knowledge, to using visual aids. Once again, native language materials are embedded into instruction specifically for vocabulary acquisition. Our school ensures that ELL-SWDs receive appropriate instruction and services based upon each individual student's IEP and ESL level. In some cases, students receive self-contained IEP instruction, or speech services throughout the day, along with self-contained ESL class. The ESL teacher uses direct instruction as well as cross-curricular

**Chart** content-area projects. Students work in small groups to allow stronger students to assist weaker ones in indirect teaching and self-learning. A content-area based textbook and workbook series is utilized in the classroom as well. Currently, several special needs students are hearing impaired and receive services through a separate hearing department program, as specified in their IEPs. IEP requirements for these students take priority over ESL per state regulations. Additionally, these students' LAB-R and NYSESLAT scores are being re-evaluated by the DOE due to clarification of state regulations that indicate they may have been tested in error and should not be classified as ELLs. These students may be reevaluated using the new English Language Acquisition Needs Determination (ELAND) Review Procedures. For those students who are ELL-SWDs, the Assistant Principal of Student Support Services ensures that in addition to ESL services, students are provided with the recommended services that are listed on the IEPs of ELL students.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Through differentiation, adaptive planning when necessary, revisiting of goals throughout the year. We also identify the ELL-SWDs and create ICT classes based on their programs first. We then use STARs to determine if this is the most efficient allocation of special education resources.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study per week (360 min.)</b>	<b>2 units of study per week (360 min.)</b>	<b>1 unit of study per week (180 min.)</b>	<b>1 unit of study per week (180 min.)</b>	<i>Former ELLs must continue to receive services for an additional two years</i>
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week <i>or</i> INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
<b>TOTAL</b>	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

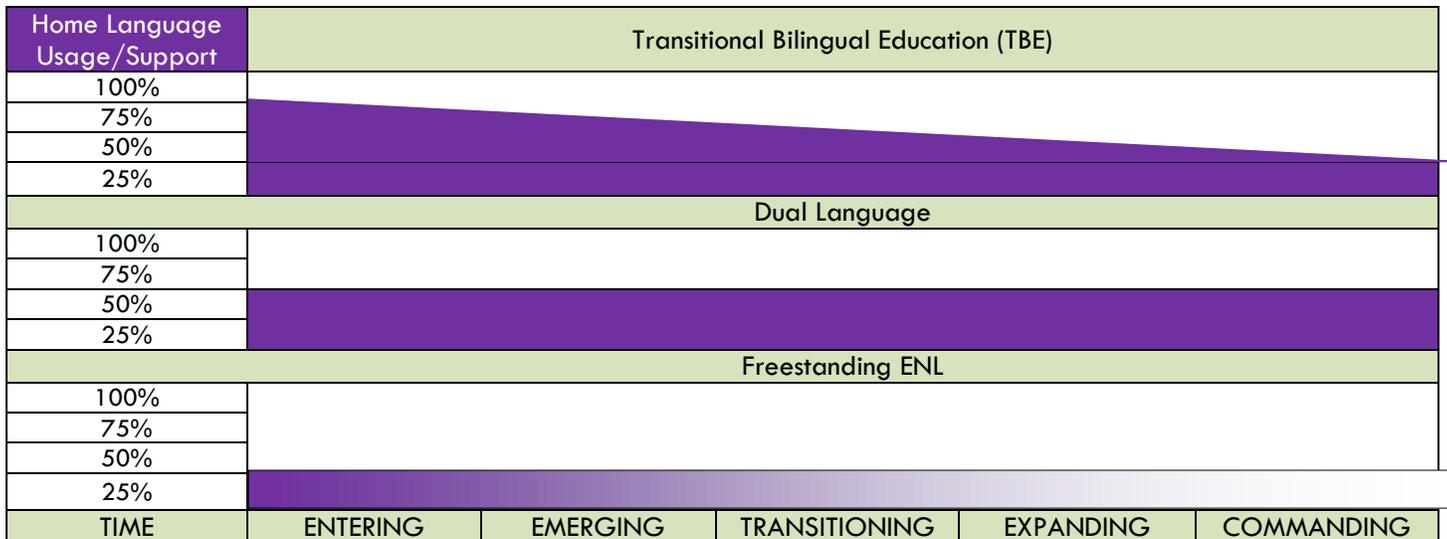


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Due to declining enrollment numbers we are limited in our intervention responses. Our ESL teacher offer lunch period course which targets beginner ELLs. We also have lunchtime tutoring in math, SS and art. There is also an opportunity to make up an elective credit with our drama class. There is after school prep and credit bearing courses in math and Global Studies, with a hope of adding an english course in the spring. All students are have the opportunity to enroll in our online courses in order to earn credit as well as for regents prep.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
We have seen substantial gains in both intermediate level and advanced level ELL students we had 7 students test out last year and another 11 demonstrate substantial enough growth to increase their classification on the NASESLAT exams. In content area courses you can see the growth baseed on an increased number of credits earned by ELL students. As well as a few Regent passing scores on exams.
12. What new programs or improvements will be considered for the upcoming school year?  
CTE program opportunities, which include culinary arts
13. What programs/services for ELLs will be discontinued and why?  
none
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Students have similar programs as non-ELL students allowing them to participate in all activities. Activities which are currently attended by ELL students are as follows; PSAL Sports, Archery, Ping Pong, coding club, drama club, chorus, SOCA, chess, sewing, computer, art, fashion, dance, basketball, music production, culinary.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
A variety of materials to support the learning of ELLs are used at the Academy of Hospitality and Tourism. First, we have a leveled classroom; library consisting of multiple genres: informational; realistic fiction, biography, memoir, poetry, historical fiction, and traditional literature. Books are also available in student's home languages, and audio books are used during reading workshop. Secondly, art, music and media are regularly intertwined into lessons by way of song lyrics, visual aids, and short films from other cultures to give students multi-cultural background knowledge. Most books come with software for student use and practice, and bilingual dictionaries are readily available in most content area (and ESL) classrooms. In addition, Smart Board technology is used across the curriculum
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Although native language instruction is not offered at the Academy of Hospitality and Tourism, native language support is available. A leveled classroom library consisting of books of multiple genres and in students' home languages is available to all ELLs in the ESL classroom. In addition, newcomers are given a buddy of the same native language to assist them in acclimating to their new environment and their classes
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services are designed to support and correspond to high school aged students
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
The school conducts orientations for newly enrolled 9th grade students, including ELL students, prior to the start of the school year, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns.
19. What language electives are offered to ELLs?  
Spanish is offered at the Academy of Hospitality and Tourism
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

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

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

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

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

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Julie Nalty will be professionally developed by our lead teacher Ms. Boyd. She will receive professional development every Monday from 2:20 - 3:40. She will receive support from our Affinity Group Specialist Daniel Walsh. She will also take part in numerous off site professional development.  
Special Education teachers, speech therapists, occupational therapists and secretaries will have this knowledge turn keyed to them by Ms. Nalty.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Common Core training: Julie Nalty will be professionally developed by our lead teacher Ms. Boyd. She will receive professional development every Monday from 2:20 - 3:40. She will receive support from our Affinity Group Specialist Daniel Walsh. She will also take part in numerous off site professional development.  
There will also be various professional development sessions to all teachers as we work to implement the Common Core Learning Standards. Daily common planning enables teachers to develop and revise unit and lesson plans, run inquiry teams and school improvement teams. Teachers know through the use of ARIS which students are ELL. They modify their instructional plan to ensure that these students' needs are met; strategies are shared during common planning sessions. Educational consultants are on site weekly to provide additional support to teachers as well.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Freshman orientation and counseling services. We have assemblies and after school programs designed for them as well as a custom advisory curriculum. Ninth grade guidance counselors are provided with NYSESLAT data in addition to students performance level data.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Our payroll secretary Carol Carly monitors and places documentation in teachers personnel file. Teachers are encouraged to keep documentation for their own records.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here 1. Parents are involved at the school (including parents of ELLs):

Parents are involved in all in aspects of AOHT. The SLT and PA of course attend workshops and accompany as trip chaperones when possible.

2. Partnerships with other agencies or Community Based Organizations:

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

3. Evaluating the needs of parents:

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

4. Parental involvement activities:

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs receive personal invitations to Parent/Teacher Conferences and open school nights. ELL parents are often offered translation services are available for all parent-focused activities.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
No, but we will be exploring this option.
5. How do you evaluate the needs of the parents?  
Individual needs of parents are communicated directly to the school through the guidance counselor and dean. These needs are then brought to the attention of school leaders.
6. How do your parental involvement activities address the needs of the parents?  
SeeBased on feedback from surveys, as well as direct meetings and both formal and informal communication with parents, the needs of parents are addressed. above

## D. Additional Information

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

Paste response here:



School Name: Academy of Hospitality and Tou

School DBN: 17k408

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adam Breier	Principal		11/1/15
Luke Fitzgibbon	Assistant Principal		11/1/15
	Parent Coordinator		1/1/01
Julie Nalty	ENL/Bilingual Teacher		11/1/15
Anns Ferry	Parent		1/1/01
Camille Boyd	Teacher/Subject Area		11/1/15
Diana Calixte	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kevin Odoi	School Counselor		11/1/15
	Superintendent		1/1/01
Daniel Walsh	Borough Field Support Center Staff Member _____		11/1/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 17k408**      **School Name: Academy of Hospitality and Tourism**  
**Superintendent: Fred Walsh**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

1. Currently, according the ATS job RAPL (Adult Preferred Language Report) from our current register of 236 students the AOHT student body encompasses students ( and their families) that speak five languages. All standard communications, Parent/Student Handbook for example are translated by the NYC DOE translation unit. Additional translation services are provided by staff (and Campus colleagues) when necessary. Per session monies are critical to ensure that the various staff members are available for afterschool conferences, Parent' Association meetings and workshops. We have recently hired a a Hatian Creole speaking dean to deal with disciplianry issues and school environment.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The major findings of AOHT's written translation and oral interpretation needs indicates that the parents/guardians of our ELL students prefer their written and spoken communication in the following languages: 35 Haitian-Creole; 9 Spanish; 6 Arabic; 1 French; 2 Urdu. These findings were reported to the school community by a presentation by the school's ESL teacher and an Assistant Principal. Additionally, the principal reported the findings to the Parents' Association.

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Within the first two weeks of school parents will receive translated bluecard, meal forms, military opt out, RFA brochure, parent bill of rights and Lutheran Medical forms. We will send out after school programs based on need prior to the start of the class. Translated testing dates will be sent commincated emails, phone messenger , mail and backpack.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

September 30 th - Meet the Staff, Parent Association (PA), School Leadership Team(SLT)  
October 23 rd - End of first marking period  
November 19 th - Parent teacher Conferences, SLT, PA  
November 20 th - Parent Teacher Conferences day session  
December 4 th - Last day fo 2 nd MP  
December 16 th - SLT and PA  
January 13 th - SLT and PA  
January 20th - 25th - Final Exams and End of 3 rd marking period  
January 26 th -January 29 th - Regents Exams  
February 24 th - SLT and PA  
March 23 rd - SLT and PA  
March 11 th - Parent Teacher Conferences, SLT, PA April 20 th - SLT and PA  
May 10 - Parent teacher Conferences  
June 14 th - June 22 nd - Regents week  
June 27 th Graduation

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

1. Our school has infused translation and interpretation in all aspects of parental outreach. AOHT parents whose primary language is a covered language and who require language assistance are provided with a copy of the Bill of Parent Rights and Responsibilities. Additionally we post, in our General Office 1S30 and our guidance suite, 2W52 signs in each of the covered languages, indicating the availability of interpretation services. We use an phone messenger, which is an auto dialer that can send messages in the languages needed. Our school secretaries' are facile with the translation features of Google translate. To ensure accuracy we have our staff review the document.

Our school has staff fluent in nearly all of the languages reflected in our school community. As we are on a Campus of five cooperating schools we also reach out to our colleagues for assistance in the languages with which our staff are not literate (when relevant) or fluent. If a parent needs a language not available from our Campus community, we contact the translation unit for support. Per session monies are used to ensure that the various staff members are available for afterschool conferences, open school evenings, Parents' Association meetings and workshops. Report cards are generated in covered languages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

AOHT has staff fluent in Spanish, Haitian-Creole, Arabic and French. For additional support we reach out to one of the other Campus schools. If necessary we reach out to the translation unit.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members will be sent an email, the link to the and provided with training. All staff has been provided the link to the translation unit webpage as well as their email for specific questions. (translations@schools.nyc.gov  
<http://www.nyc.gov/schools/offices/translation>. We have reached out to the translation unit and will schedule additional professional development for staff.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We conduct parent association meetings as well as send Emails, Mailings and backpack home with students in order to make sure we are in compliance with Chancellor's Regulation A-663. In our notifications we also provide contact information for translation services.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

ESL teacher, guidance counselors and content area teachers, will conduct consistent parent outreach, receive feedback and offer support to parents. We use parent surveys as well as parent association meetings to reiterate translation services and in order to receive feedback about services currently provided and potential improvements.