

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

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

**02M296**

**School Name:**

**HIGH SCHOOL OF HOSPITALITY MANAGEMENT**

**Principal:**

**YVES MOMPOINT**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: High School of Hospitality Management School Number (DBN): 02M296  
Grades Served: 9-12  
School Address: 525 West 50<sup>th</sup> Street, New York, NY 10019  
Phone Number: 212-586-0963 Fax: 212-265-1307  
School Contact Person: Yves Mompoint Email Address: ymompoi@schools.nyc.gov  
Principal: Yves Mompoint  
UFT Chapter Leader: Wayne Berning  
Parents' Association President: Haydee Rodriguez  
SLT Chairperson: Bridget Bordiuk  
Title I Parent Representative (or Parent Advisory Council Chairperson): Haydee Rodriguez  
Student Representative(s): Sumaiya Hassan, Briana Payano, Xiu Lan Wu

**District Information**

District: 02 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 337 7<sup>th</sup> Avenue, New York, NY 10001  
Superintendent's Email Address: MBradbu@schools.nyc.gov  
Phone Number: 212-356-3800 Fax: 212-356-7514

**Borough Field Support Center (BFSC)**

BFSC: Manhattan District 2 Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, 8<sup>th</sup> Floor, New York, NY 10001  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: 917-705-5856 Fax: 917-339-1765

## 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)
Yves Mompont	*Principal or Designee	
Wayne Berning	*UFT Chapter Leader or Designee	
Haydee Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Haydee Rodriguez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Sumaiya Hassan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Briana Payano	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bridget Bordiuk	Member/ Teacher	
Jennifer Shuman	Member/ Teacher	
Myriam Pichardo	Member/ Parent	
Maria Sanchez	Member/Parent	
Kamal Uddin	Member/ Parent	
Xiu Lan Wu	Member/ Student	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Katia Drouillard	Member/ Assistant Principal	
	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.

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

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

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

Strategic collaborations and partnerships:

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

- National Academy Foundation (NAF) – NAF provides curriculum support and professional development for teachers. Through our advisory board, we receive experiential learning opportunities such as Job readiness workshops, job shadowing, and internships.
- Careers through Culinary Arts Program (C-CAP) – C-CAP provides curriculum support and professional development for teachers. C-CAP also provides work-based experiences as well as scholarship opportunities for students.
- Hunter College - Peer Enabled Restructured Classroom (PERC)/Teaching Assistant Scholars (TAS) – Hunter College provides professional development for teachers, as well as training/job opportunities for students. Further, it provides access to a range of College Now courses.
- Young Audiences (YA) - Young Audiences supports literacy instruction in the 9 th and 10 th grade English classes through the use of dramatic interpretation of literature.
- Office of Teacher Effectiveness – The Teacher Development Coaches program provides professional development, as well as instructional and pedagogical support for teachers.
- College Access Research and Action (CARA) – CARA provides teacher professional development, student internships, and youth leader training to promote post-secondary pathways.
- Teaching Matters (TM) – Teaching Matters provides leadership development training to enhance the functionality, efficiency, and effectiveness of our teacher teams.

Mission Statement: The High School of Hospitality Management is committed to college readiness and community. Our instructors are prepared everyday with thoughtful and meaningful lessons. Our instructional programs is designed to accommodate the different learning styles of our students. Our learning environment is safe, supportive and encouraging for each and every student.

The High School of Hospitality Management was rated proficient

## 02M296 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	431	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	2	# SETSS	6	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.9%	% Attendance Rate		82.4%	
% Free Lunch	84.2%	% Reduced Lunch		7.9%	
% Limited English Proficient	6.5%	% Students with Disabilities		19.0%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American		23.0%	
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander		5.6%	
% White	2.1%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.15	# 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)		30.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		3.51	
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	72.6%	Mathematics Performance at levels 3 & 4		79.9%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	73.5%	% of 2nd year students who earned 10+ credits		70.9%	
% of 3rd year students who earned 10+ credits	76.6%	4 Year Graduation Rate		72.7%	
6 Year Graduation Rate	80.6%				
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		N/A	
Hispanic or Latino	NO	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		N/A	
Hispanic or Latino	NO	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		YES	
Hispanic or Latino	YES	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				

## 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.

Based on the Principal Performance review (November 2014) in which the superintendent indicated that teaching practices were developing in components 3B, 3C, and 3D, informal observation data in Advance (2014-15) where several teachers were receiving developing in components 3B, 3C, and 3D, and the School Quality Review which identified teacher pedagogy as a focus area (" Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products"), we provide accurate feedback to teachers aligned to the Danielson Framework on teacher practice, as well as the need to increase the level of higher order thinking in our classrooms by bolstering our questioning and discussion practices.

### **Part 2 – Annual Goal**

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

### **Part 3 – Action Plan**

<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>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></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>We will implement Turn and Talk strategies to increase discussion and engagement/participation.</p> <p>Through cycles of observation, weekly meetings, support from Teacher Development Coach (TDC) and consultant Teaching Matters (TM) we will monitor implementation of Turn and Talk strategies across all classrooms. Further, periodic analysis of data will occur during department meetings to evaluate effectiveness of Turn and Talk strategy per the Danielson Framework for Teaching.</p> <p>This strategy will address the needs of Special Education and ELL students because the guiding questions for the Turn and Talk will be at varied DOK levels. Further, ELL students are more likely to engage in small group discussions or one-on-one conversations because the pressure around speaking in public is lessened because of the smaller audience size.</p> <p>The activity and strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, parent association meetings, and Jupiter grades email. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>All teachers/  All students</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Teachers Administrators TDC TM</p>

<p>We will develop a discussion rubric to increase engagement and participation.</p> <p>Through cycles of observation, weekly meetings, support from Teacher Development Coach (TDC) and consultant Teaching Matters (TM) we will monitor implementation of Turn and Talk strategies across all classrooms. Further, periodic analysis of data will occur during department meetings to evaluate effectiveness of Turn and Talk strategy per the Danielson Framework for Teaching.</p> <p>This strategy will address the needs of Special Education and ELL students because the guiding questions for the discussion will be at varied DOK levels, thereby providing entry points for all students. Further, ELL students are more likely to engage in small group discussions or one-on-one conversations because the pressure around speaking in public is lessened because of the smaller audience size.</p> <p>The activity and strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, parent association meetings, and Jupiter grades email. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>All teachers/  All students</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Teachers  Administrators</p>
<p>We will provide professional development activities to create turn and talk strategies and discussion rubric, as well as how to implement them in classrooms. We will receive support from TDC and TM staff.</p> <p>Through cycles of observation, weekly meetings, support from Teacher Development Coach (TDC) and consultant Teaching Matters (TM) we will monitor implementation of Turn and Talk strategies across all classrooms. Further, periodic analysis of data will occur during department meetings to evaluate effectiveness of Turn and Talk strategy per the Danielson Framework for Teaching.</p> <p>The activity/strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, parent association meetings, and Jupiter grades email. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also</p>	<p>All teachers</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Administrative team; Departmental team leaders;  TDC; Teaching Matters</p>

be invited to various workshops, open houses and curriculum nights.			
All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.			

**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.											
Resources needed to implement this action plan include:											
Instructional support											
Human resources											
Instructional resources											
Adjustment to school calendar to allow additional department meeting time											
Funding for per session (Team meetings, Regents Prep, Tutoring)											
<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.
Mid-year check-in will take place the last week in January 2016.
Benchmark:
At least 75% of departments implement relevant Turn and Talk strategies and/or discussion rubric.
At least 75% of teachers are implementing the turn and talk strategies and/or discussion rubric developed.
We will keep running record of classrooms in which Turn and Talk strategies, and discussion rubrics are utilized.
<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 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.

Increasing the school’s annual attendance rate to 85% has been a goal for several years. In order to assess whether we were meeting this goal, School Attendance List (RSAL) reports were reviewed and analyzed on a monthly basis. Our annual attendance rate was 85% (as of June 1, 2015), thus prompting a desired increase of 2% for 2015-16.

**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, the High School of Hospitality Management will demonstrate an increase of a minimum of 2% in the annual attendance rate to reach a sustainable, long term goal of 87% annual attendance rate as measured by the RSAL report.

**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>Attendance team - The role of the attendance team is to monitor student attendance by reviewing attendance reports from teachers and ATS on a monthly basis. The attendance team develops</p>	<p>Students with perfect attendance; students with improved attendance</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Attendance team  Administrative team</p>

<p>incentive programs to celebrate students with perfect attendance and improved attendance.</p> <p>This strategy is designed for all students regardless of need, as it is an incentive program.</p> <p>The attendance initiative events are announced via the calendar that is mailed to the parents every month. The events are also posted on the school's website. The activity and strategy listed will be introduced to parents via letters, phone calls, SLT meetings, parent association meetings. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>			
<p>Attendance committee - The committee meets weekly to discuss students with severe attendance problems. The group monitors 407 cases, schedules home visits by attendance teacher, meets with students and makes weekly parental contact.</p> <p>After reviewing the reports, attendance teacher conducts outreach to parents of students with a pattern of absences via phone calls, email messages, and letters. Meetings are setup with the guidance counselor to resolve the issues.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>Long Term Absences (LTA), 407 cases</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Attendance teacher, Social worker, Guidance counselor, Parent coordinator, Administrative team</p>
<p>Tier 2 Attendance Intervention Program - Students with chronic absences become part of our targeted attendance pool and students check-in daily with the dean to monitor their attendance.</p> <p>This strategy is designed for all students regardless of need.</p> <p>The activity and strategy listed will be introduced to parents via phone calls, SLT meetings, and parent association meetings. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be</p>	<p>Chronically late students; Students with a history of absenteeism</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Dean, Administrative team</p>

invited to various workshops, open houses and curriculum nights.			
All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.			

**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.											
Resources needed to implement this action plan include:											
Two-fare Metro-cards											
Funding for incentive activities											
Human resources											
<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.
At the beginning of the 2nd semester, we will evaluate the success of these initiatives and adjust course as necessary. Specifically, the attendance team will analyze attendance patterns for the first semester and the effectiveness of the incentive programs; the attendance committee will ascertain whether there was a reduction in the level of 407 cases and/or closure of Long Term Absence (LTA) files; the dean will examine 2-fare metro-card distribution patterns and correlation to student attendance for first semester.
<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.

One of the school's strength in the Collaborative Teachers element of the Framework for Great Schools is its teams. We are configured in three teams (Grade, Department and Circular 6 teams) which meet at least 1x month to collaborate on professional development, curriculum design and implementation, parental outreach, academic support and intervention, and social emotional development. Teachers contribute to the development of the professional learning map for each academic year based on their knowledge of students, their self identified pedagogical needs, as well as feedback from observations in Advance. Based on Peer Quality Review report (2013-14) which indicated a need to increase the level of rigor in classrooms across the school, Principal Performance review (November 2014) which indicated the need to “revise the school’s professional learning plans to ensure transference in the classroom,” and supported by informal observation data in Advance (2014-15), we have identified the need to provide additional opportunities for professional development.

### Part 2 – Annual Goal

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

### Part 3 – Action Plan

<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>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></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>We will develop inter-visitation protocols and implement departmental inter-visitations through the lens of the Danielson Framework for Teaching. The focus of the inter-visitation will be questioning and discussion (component 3b) of the Danielson Framework. The TDC and TM will provide professional development for teachers using "train the trainer" model to eventually build in-school teacher leader capacity.</p> <p>The purpose of the inter-visitations is for teachers to observe best practices from colleagues and to implement them in their classrooms. The focus of the inter-visitations will include a lens for special needs and ELL students, as well as questioning and discussion practices.</p> <p>The activity/strategy listed will be introduced to parents via SLT meetings. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>All teachers/  All students</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Teachers; Administrative team; TDC; Teaching Matters</p>
<p>We will use teacher needs assessment feedback to develop a professional development learning map that meets the needs of teachers at various levels.</p> <p>Professional development will be offered in the areas of literacy, ESL/SPED instructional strategies, and questioning and discussion practices in order to better support special needs and ELL students.</p> <p>The activity/strategy listed will be introduced to parents via SLT meetings. Parents will also be invited to various workshops, open houses and curriculum nights.</p>	<p>All teachers/  All students</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Teachers; Administrative team; TDC; Teaching Matters</p>

All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.			

**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.											
Resources needed to implement this action plan include:											
Instructional support											
Adjustment to school schedule to allow time for inter-visitations											
Adjustment to school schedule to allow time for departmental meetings											
Funding for per session											
<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.										
By February 2015, we will:										
Administer a survey to determine effectiveness of professional development and identify next steps										
Review professional development learning map										
Conduct at least two rounds of inter-visitation										
<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 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.

In 2014-15 we implemented Technology workshops led by teachers. The workshops focused on technology tools for use in classroom instruction and website development. These workshops impacted teacher practice because they exposed them to new tools they can use in their classrooms, as well as the development of teacher pages. We want to continue to develop this initiative because we believe all teachers have areas of strength they can showcase to support their colleagues. Further, we observed several teachers implemented some of the tools they learned in the teacher-led professional development workshops in their classrooms (i.e. google drive, kahoot, etc.). As a result of the impact of teacher led professional development, we want to continue to promote instructional leadership and build teachers’ arsenal of instructional tools which will lead to improved student outcomes per the element of Effective School Leadership of the Framework for Great Schools,

### **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 June 2016, The High school of Hospitality Management's administrative team will will increase the number of teacher-led professional development activities by 20% in order to promote teacher leadership.

### **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>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></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>We will conduct planning meetings prior to teacher led professional development activities to ensure that the PD has a clear focus, clear outcomes, and clear tools/strategies that participants can utilize in their classrooms.</p> <p>Teacher led professional development is for teachers to showcase their best practices, and new tools/innovations around supporting students at various levels.</p> <p>The activity/strategy listed will be introduced to parents via SLT and PA meetings. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, consultants, SLT, and community at large.</p>	<p>All teachers/ All students</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Presenting teachers; Administrative team  TDC  TM</p>
<p>We will administer feedback surveys to determine appropriateness of structure and content of professional development activities.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, consultants, SLT, and community at large.</p>	<p>All teachers/ All students</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Administrative team; TM  TDC  Presenting teachers</p>

**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.

Adjustment to school calendar to allow time for teacher led professional development

Funding for per session and trainee rate

Instructional support

Instructional resources

**Part 4b.** 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**

**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.

By February 2016, the High School of Hospitality Management's administrative team will ensure that at least 2 teacher-led professional development workshops and activities.

**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.

Increased parental involvement was a goal for the 2014-15 school year and remains a prominent goal this year given the significance of parental involvement in helping students succeed. Review of sign-in sheets indicated an average attendance of 5 parents at PA meetings. A review of the Learning Environment survey revealed that 28% of parents responded to the survey. End of year Jupiter grades data revealed that 22% of parents accessed Jupitergrades. Because parental involvement is still below 30% overall, we continue to strive to increase it.

### Part 2 – Annual Goal

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, M measurable, Achievable, Relevant, and Time-bound.

The High School of Hospitality Management defines Parental Involvement as all interactions with parents whether physical or virtual. By June of 2016, the High School of Hospitality Management will increase parental involvement by 5% as measured by PA sign-in sheets.

### 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>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></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>The High School of Hospitality Management will offer a series of workshops designed to provide parents with information about College Planning, Regents Prep, Financial Planning, Gang Violence, Cyber-bullying, etc .</p> <p>This strategy is designed for all students.</p> <p>The activity/strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, parent association meetings, and Jupiter grades email. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>Parents and students</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Teachers Parent coordinator Administrative team  Community based organization (i.e. District Attorney's Office)</p>
<p>We will maintain a school website to increase parent awareness of activities, events, and opportunities to participate in the school community.</p> <p>This strategy is designed for all students.</p> <p>The activity/strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, parent association meetings, and Jupiter grades email. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p>	<p>Parents and students</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Webmaster Parent coordinator Tech lead Administrative team</p>

<p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large</p>			
<p>Jupiter grades continue to provide up to date information to parents about their children’s attendance and progress. Progress reports will be emailed to parents three weeks into each marking period.</p> <p>This strategy is designed for 10-12 grade students.</p> <p>The activity/strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, and parent association meetings. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>Parents and students</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>Teachers</p> <p>Guidance counselors</p> <p>Administrative team</p> <p>Parent coordinator</p>
<p>Skedula will be implemented in 9<sup>th</sup> grade to provide up to date information to parents about their children’s attendance and academic progress. This strategy is designed for 9<sup>th</sup> grade students.</p> <p>The activity/strategy listed will be introduced to parents via letters, monthly calendars, phone calls, SLT meetings, and parent association meetings. We also have a parent coordinator who will keep parents apprised of these activities and strategies through phone calls and by updating the school website. Parents will also be invited to various workshops, open houses and curriculum nights.</p> <p>All of the suggested activities and strategies outlined in this action plan were developed collaboratively by teachers, administrators, SLT, and community at large.</p>	<p>Parents and students</p>	<p>This activity will start in September 2015 and will be ongoing throughout the school year until June 28, 2016.</p>	<p>9th grade teachers</p> <p>Parent coordinator</p> <p>Administrative team</p>

**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>Adjustment to school calendar to allow time for website development and maintenance</p>											
<p>Funding for per session activity, Jupiter grades and Skedula</p>											
<p>Webmaster to manage website</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>											
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>		<p><b>Title III, Immigrant</b></p>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

By February 2016, we will review PA sign-in sheets to assess effectiveness of outreach efforts and their impact on PA attendance.

**Part 5b.** 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>	Special Education students  ELL students  Level 1 and 2 scores on 8 th grade ELA test and/or NYS ELA Regents	Resource Room  Regents Prep Academy	Small group tutoring  Tutoring	During the school day  After school/Saturdays
<b>Mathematics</b>	Special Education students  ELL students  Level 1 and 2 scores on 8 th grade Math test and/or NYS Math Regents	Resource Room  Regents Prep Academy  PERC – TAs	Small group tutoring  Tutoring  Small group tutoring	During the school day  After school/Saturdays  During the school day
<b>Science</b>	Special Education students  ELL students  Mock LE regents scores	Resource Room  Regents Prep Academy	Small group tutoring  Tutoring	During the school day  After school/Saturdays
<b>Social Studies</b>	Special Education students  ELL students  Mock Global/US History regents scores	Resource Room  Regents Prep Academy	Small group tutoring  Tutoring	During the school day  After school/Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Anecdotal records and referrals from teachers  Parental requests	Family counseling  Relationship counseling  College advising	One-on-one  Small group	During the day as necessary

		Individual/small group counseling per IEP Related services as specified IEP		
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## 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.
<p>High School of Hospitality Management utilizes various strategies to attract Highly Qualified Teachers, defined as teachers who have earned their master's degree and are licensed in their content area. The strategies include: hiring committee composed of several teachers, the guidance counselor, the school Social Worker, the dean, the assistant principal and the principal to conduct interviews; multiple rounds of interview for each candidate; meeting with students and demonstration lessons. The school recruits at DOE sponsored career fairs and through the Open Market Hiring system .</p> <p>To promote retention of highly qualified teachers, the school encourages professional growth by providing opportunities for teachers to lead through a facilitative leadership model, as well as conduct professional development to support their colleagues.</p>

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

**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).
N/A

**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.).
N/A

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are involved in the decision making process regarding the use and selection of appropriate multiple assessment measures through department teams and the Measure Of Student Learning (MOSL) committee. In September, the MOSL team, after conversations with the various departments, selected the appropriate assessment measures the school will use.
In MOSL teams, teachers conduct item analysis of Regents data to inform curriculum development and instruction.

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

<p><b>Directions:</b> 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>			
<b>Program Name</b>	<b>Fund Source</b> (i.e. Federal, State or Local)	<b>Funding Amount</b> Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	248,976.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,241,208.00	X	

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

**Parent Involvement Policy (PIP)**

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

the school community. **High School of Hospitality Management** 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)**

**High School of Hospitality Management**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and

programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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: <u>HS of Hospitality Management</u>	DBN: <u>02M296</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</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>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</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 ELL Afterschool/Saturday Academy English Language Instruction Program at the High School of Hospitality Management (HSHM) is aimed to boost English language skills in the four modalities of speaking, listening, reading, and writing for 35 ELLs in the 9th-12th grades. At HSHM, 21 students tested expanding, 6 students tested transitioning, 5 students tested emerging, and 2 students tested entering based on 2015 NYSESLAT. We also have 17 Special Education ELLs who would benefit from the program and supplemental instruction.

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

- HSHM is dedicated to fostering an environment of academic excellence leading to college readiness. Therefore, we would like to provide the ELL enrichment program to our population of 35 ELLs in grades 9-12 during the 2015-16 school year. Starting December 2015 and ending June 2016, the program will meet three times a week on Tuesdays and Thursdays from 3:45 - 4:45 p.m., and on Saturdays from 10:00 to 1:00 p.m. The program will meet for a total of 5 hours per week. The ENL teacher and the English Language Arts teacher will serve as instructors for the ELL enrichment program. ELLs will receive vocabulary and literacy support to increase reading comprehension, writing skills, and language and content-area learning through the use of technology, including Empower 3000, an online literacy program. At the end of the course of study, students will have a portfolio of work which demonstrates the skills acquired during the ELL afterschool program.

- The service providers for this program will be the certified ELL teacher and the 11th grade English teacher. The program will require approximately 150 hours of per session costing approximately \$6750. HSHM currently has a subscription to the web-based literacy program Achieve 3000. Our school chose Empower 3000 (from Achieve 3000) because it is an interactive and motivating tool for high school students. The online program brings relevant, up to date information from recent newspaper articles, with activities that are tailored to each pupil's reading level. In addition, all lessons, as well as reading and writing activities from the program, are aligned to NYS Common Core standards for both ELL and ELA learning objectives. Also, the program's assessment capabilities and its capacity to deliver non-fiction reading and writing activities from levels K-12, makes the program invaluable in differentiating instruction to ELLs from the categories of 0-3 years of service, 4-6 years, Longer term, SIFE and special education. Furthermore, through parent accounts, ELL families will be provided information about student reading and writing progress, as well as the opportunity to read and discuss articles at home both in English and Spanish. Finally, HSHM plans to offer the Empower 3000 intervention 2 times a week during ELA advisory in addition to afterschool. The teachers will also use NYSESLAT test prep materials such New York ELL Bilingual Common Core, US History shorts, etc.

### Part C: Professional Development

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

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

Begin description here: \_

During the 2015-16 school year, the certified ESL teacher will attend Achieve 3000 professional development. The purpose of the PD is to increase teacher's knowledge of Empower 3000 to better integrate the software into the curriculum, to align teaching to ELL/ELA Common Core standards, and to better use the writing component of the program. The ESL teacher will also attend "Supporting ELL with On Demand Writing" PD offered by the Office of ELL to support students with the ELA regents. The ESL and 11th grade teacher will also participate in 10 "questioning and discussion" PDs provided by Teaching Matters and The Office of Teacher Effectiveness as part of the school's instructional focus to improve student outcomes. Three PDs specifically will address needs of ELL students: "Re-framing Questions to support all students" dated December 2, 2015 supported by Teaching Matters and " ELL strategies for Questioning and Discussion" dated February 10, 2016 presented by the ESL teacher. and "Modifying Socratic Seminar for ELL students" dated February 23, 2016 provided by Office of Teacher Effectiveness Teacher Development Coach. Professional development activities take place on Wednesdays from 2:00 - 3:45 p.m. Teachers will also. Teachers receive professional development relating to supporting ELLs on an on-going basis.

### 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: \_

Title III parents will be provided with information about individual student reading and writing progress, as well as the opportunity to read and discuss articles both in English and Spanish at home. The ELL teacher will be the provider for all ELL related activities. To encourage participation and motivate students to use Empower 3000 with parental supervision and support, HSHM plans to inform parents at Parent Teacher conferences, during parent outreach time, through letters, and through communication from the ELL teacher and the Parent Coordinator. Parents will also be invited to various workshops throughout the year designed to support students, especially as they prepare for College and Career. These workshops provide information about options and opportunities. The meetings take place on the second Tuesday of the month from 7:00 - 8:00 p.m. Specifically, on November 10, 2015, a representative from the US Department of Education conducted a workshop on how to engage parents and resources to help prepare students for college; on December 8, 2015, a representative from the NYC DOE College and Career Office presented a workshop on understanding the college process and other alternatives; on Tuesday, January 12, 2016, Financial Adviser Anthony Becker delivered a workshop on financial planning for college; on Friday, February 12, Mr. Gustave delivered a presentation to students about post secondary opportunities for Undocumented students. The parent coordinator attends all parent workshops and provides translation services for parents.

**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> <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>	<b>\$ _____</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>02</b>	Borough <b>Manhattan</b>	School Number <b>296</b>
School Name <b>High School of Hospitality Management</b>		

### B. Language Allocation Policy Team Composition

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>Yves Mompoint</b>	Assistant Principal <b>Katia Drouillard</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Kathryn Donahue</b>	School Counselor <b>Dolores Williams</b>
Teacher/Subject Area	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Lenny Santana</b>
Related-Service Provider <b>Grace Chang</b>	Borough Field Support Center Staff Member <b>Fanny Castro</b>
Superintendent <b>Marisol Bradbury</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	1	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)	427	Total number of ELLs	43	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"/>

### 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>	43	<b>Newcomers</b> (ELLs receiving service 0-3 years)	7	<b>ELL Students with Disabilities</b>	15
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	31

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>	7	1	1	6	4	2	30	0	12	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**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

\* 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

**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: _____
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### 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										14	13	5	4	0
Chinese														0
Russian														0
Bengali										2				0
Urdu														0
Arabic										1				0
Haitian											2			0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			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)										1	1	0	0	0
<b>Emerging</b> (Low Intermediate)										3	2	0	0	0
<b>Transitioning</b> (High Intermediate)										1	2	0	2	0
<b>Expanding</b> (Advanced)										9	6	4	2	0
<b>Commanding</b> (Proficient)										4	5	1	0	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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	1	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										8	6	3	3	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	4	0	3	0
Integrated Algebra/CC Algebra	22	0	13	0
Geometry/CC Algebra	8	0	2	0
Algebra 2/Trigonometry		0		0
Math _____		0		
Chemistry		0	0	
Earth Science		0		
Living Environment	8	0	6	0
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	10	0	5	0
Geography				
US History and Government	4	0	1	0
LOTE				
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.  
 HSHM does not use any early literacy assessment tools.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The NYSITELL was not administered in the 2014-2015 school year since there were no newly enrolled students to HSHM with home languages other than English. All 43 eligible students received NYSESLAT scores from the 2015 test. According to the NYSESLAT 2015 results (last known score), 10 students were rated Commanding, 22 students were rated Expanding, 5 students were rated Emerging, 5 were rated Transitioning, and 2 students rated as Entering.  
  
 NYSESLAT 2015 results by grade level:
  - Of Eighteen (18) 9<sup>th</sup> graders tested: 1 tested as Entering; 3 tested as Emerging; 1 tested as Transitioning; 9 tested as Expanding; and 4 tested as Commanding
  - Of Sixteen (16) 10<sup>th</sup> graders tested: 1 tested as Entering; 2 tested as Emerging; 2 tested as Transitioning; 6 tested as Expanding; and 5 tested as Commanding
  - Of Five (5) 11<sup>th</sup> graders tested: 4 tested as Expanding and 1 tested as Commanding
  - Of Five (5) 12<sup>th</sup> graders tested: 2 tested as Transitioning and 3 tested as Expanding
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Students need more interventions with the reading/writing modalities, particularly writing. We help students to increase comprehension of non-fiction readings and literature by focusing on textual features. We help students to acquire academic language which they can apply to both writing and speaking.
- 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?

After examining NYSESLAT 2015 data from HSHM's Freestanding ENL Language Program, of the 43 eligible ELLs currently enrolled at HSHM, 2 tested as Entering, 5 tested as Emerging, 5 tested as Transitioning, 22 tested as Expanding, and 10 tested as Commanding. Of these 44 ELLs, 15 students have IEPs and require special education services. Special education students struggle with cognitive disabilities, reading problems, and other literacy issues.

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RTI Guide for Teachers of ELLs](#).]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Teachers use Skedula and share information about ELL students in weekly department and grade team meetings. The child's second language is considered through planning and presentation of lessons with visuals, graphic organizers, and clear instructions. Explicit teaching of important vocabulary words, with consideration to potential cognates for those words in languages such as Spanish, helps students to increase comprehensible input of texts. Teachers encourage reflections/connections to students' experiences.

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?

Paste response to questions here:

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

## Part IV: ELL Identification Process

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

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.  
When students are admitted to the NYC public school system for the first time, parents fill out The New York City Department of Education Parent/Guardian Home Language Identification Survey (HLIS). The certified ENL teacher conducts an informal interview with the parents to establish the home language using the HLIS survey in the family's native language. Bilingual staff and pedagogues, including Principal Yves Mompont (French/Creole), Assistant Principal Katia Drouillard (French/Creole), Parent Coordinator Santana

(Spanish), Italian teacher Mariel Liebman (Italian), Guidance Counselor Dolores Williams (Spanish), along with family members and NYCDOE over-the-phone translation services, are on hand to facilitate oral and written communications between non-English speaking families and the school. Kathryn Donahue (ENL teacher) administers the NYSITELL.

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

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

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

In addition to the NYSITELL standardized assessment, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring by the certified ENL teacher and with the support of qualified pedagogues. The NYSESLAT assesses student gains in English proficiency in the four modalities of speaking, listening, reading, and writing. The speaking and listening portions of the test are administered first, followed by the reading and writing assessments. The examination is administered and proctored in classrooms designated for NYSESLAT testing in its duration.

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).

The ENL teacher administers the SIFE questionnaire, LENS, and examines student work within 30 days to identify SIFE students.

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).

The Language Proficiency Team will meet with students with IEPs and their parents to determine language acquisition needs. Once the HLIS survey is completed, the team will determine whether students need to take NYSITELL. The Language Proficiency Team consists of Yves Mompont (principal), Katia Drouillard (assistant principal), Kathryn Donahue (ENL teacher), Wayne Berning (special education teacher), and the Dolores Williams (guidance counselor), along with the student's parent or guardian. Interpretation is provided in Spanish by the guidance counselor or parent coordinator; the NYCDOE over-the-phone interpretation service is used for languages other than Spanish. Appendix of EPRG is used for SIFE identification. ELL service placement occurs within 10 days and the timeline to reject the LPT recommendations is 20 days.

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.

The ENL teacher and Parent Coordinator work together to mail the parent notification letters to parents within five school days. These letters are printed both in English and the parent's home language. They are also hand delivered to the students in school.

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).

The ENL teacher informs parents and students 18 and older that they have the right to appeal ELL status within 45 days of enrollment via the entitlement/non-entitlement letter which is printed in English and home language. Copies of the entitlement letters and parent/student appeal letters are kept in a binder secured in the ENL classroom.

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.

After the HLIS survey is completed, and if the administered and scored NYSITELL determines that the student is entitled to bilingual and/or ENL services, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, requires parental signature, and is facilitated through bilingual staff and pedagogues, family members, and/or translation and interpretation services. Available bilingual staff and pedagogues at the school include Principal Yves Mompont (French/Creole), Assistant Principal Katia Drouillard (French/Creole), Parent Coordinator Santana (Spanish), Carmen Appel (Romanian), Italian teacher Mariel Liebman (Italian), Dolores Williams (Spanish). If a staff member at the school cannot interpret a parent's native language, a staff interpreter from an adjoining school or services from the NYCDOE Translation and Interpretation Unit may be used. This is done within the first 10 days of school.

During the meeting with the Kathryn Donahue, ENL pedagogue, and any necessary interpreters in a designated classroom, the parent reads the agenda of the meeting and fills in the sign-in sheet. The parent then peruses the "Guide for English Language Learners" brochure in the native language, and views the online Parent Orientation video on a laptop computer (<http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>). The video, viewed in the parent's native language, may also be watched on an LCD television connected to a computer. The online video, which can be shown in a variety of

languages, including Spanish, Chinese, Arabic, and Bengali, tells parents about the choices that they have regarding monolingual ENL, dual language, and transitional bilingual services. The Parent Choice Program, described in detail by the pamphlet and DVD, includes the following three choices: 1.) Transitional Bilingual Education (TBE), 2.) Dual Language/Bilingual Education, and 3.) Freestanding English as a Second Language.

Through the online video and subsequent conversation with Kathryn Donahue (certified ENL pedagogue), the parents will understand the difference between dual language and bilingual education programs. The Dual Language model consists of 50 percent of instruction in both the native language and English. Transitional bilingual education (TBE) consists of 60 percent instruction in the student's native language and 40 percent in English. During the first year, as students develop more English language skills, instruction time in the native language decreases and instructional time in English increases. Schools offering the TBE model must have a consistent plan for instruction in each language, and a supportive transition plan for children when they are transferred into a monolingual ENL program. The monolingual ENL program has the least native language support of all the programs, as it is taught entirely in English. However, native language support (i.e. bilingual dictionaries and texts, visuals, etc.) is made available whenever possible.

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

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

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

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

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

Parents may either complete the program selection form at the end of the meeting, or at home. If the "Parent Survey and Program Selection" form is not returned by a specified due date, then the student will be enrolled by default into a TBE program. However, the child will only actually be enrolled in TBE at the school if there are a sufficient number of students who speak the same language within one grade level (9-12). If TBE and/or bilingual education are not available at the enrolled school, and the parent does not turn in the "Parent Survey and Program Selection" form within the specified time, the student may be placed in a Freestanding ENL program. Parent surveys are reviewed annually and outreach is made to parents who have previously chosen a TBE/DL program if the program becomes available within 10 days.

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.

Kathryn Donahue (ENL teacher) and Lenny Santana (Parent Coordinator) will follow up via phone calls with parents if the form is not returned within 10 business days. Phone calls will be made in the parent's home language either by bilingual staff or through the use of the NYCDOE over-the-phone interpretation services. They will make several attempts to contact the parent. If the form is still not returned, the student will be enrolled in the default bilingual education as per CR Part 154. Parent program choice will be routinely monitored by the LPT.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Kathryn Donahue (ENL teacher) keeps a record sheet of all Parent Survey and Program Selection forms which indicate whether the forms were completed and returned. These forms are provided to parents both in English and in their home language. Outreach is made to parents in their home language when Parent Survey and Program Selection Forms have not been completed or returned.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Kathryn Donahue (ENL teacher) works with the Parent Coordinator to ensure that placement notification letters are mailed to parents. These letters are printed both in English and the parents' home languages.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
ELL documentation for each child is maintained in the ENL teacher's individual student file throughout the school year, and is placed in the student's cumulative file immediately.
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.  
ELL students and parents are notified of the NYSELAT schedule four weeks before the test via mail. School faculty is also informed of the schedule four weeks prior to the test. Parents receive a second notification one week before the test. ELL students receive individualized invitation to participate in the NYSELAT administration. School faculty receives a reminder email one week before the test. On test administration days, student helpers go around the school to remind students to report to their testing assignments. Students who were absent for one or more sections of the NYSELAT are recorded by Kathryn Donahue (ENL teacher) and she schedules makeup days. She informs parents and school administrators. The students are picked up individually by the ENL teacher when they are present in order to administer the speaking test to them. The remaining sections of the test are administered in a designated classroom according to the schedule created ensuring that they given adequate time.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ENL teacher works with the Parent Coordinator to ensure that entitlement and transitional support parent notification letters are mailed. The letters are printed both in English and parents' home languages, and are also hand-delivered to students in school.
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).  
Parent Survey and Program Selection Forms reveal that vast majority of families chose freestanding ESL. These forms are reviewed annually by the LPT.

## 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.  
The freestanding ENL program provides intensive instruction and intervention. Students gain access to high-interest, lower level to grade level classical literature, as well as non-fiction reading materials such as articles from the New York Times and Achieve 3000 that are both multi-culturally relevant and age appropriate. Instruction is primarily focused on providing more scaffolding and individualized attention along with targeting academic vocabulary building, and improving reading, writing, and speaking skills.  
The integrated ENL program provides more support for ELLs in their content area English class. The students receive more individualized attention and sheltered instruction as needed. Students engage in project-based learning with an emphasis on creativity, writing, and oral presentation, which encourages the use of higher-level thinking skills. Lessons in the Freestanding ENL program are aligned to New York State ESL, English, and Social Studies standards. ELLs will read and engage in project based activities. Selections among different grades include the short stories "The Most Dangerous Game," by Richard Connell and "The Tell Tale Heart" by Edgar Allan Poe (9<sup>th</sup> grade), Sold by Cormick (10<sup>th</sup> grade), and of Grapes of Wrath by John Steinbeck (11<sup>th</sup> grade). ELLs will also focus on academic vocabulary, argument, debate, current issues, and other subjects with a focus on literacy. Students will also be attending dramatic performances throughout the year that will enhance their understanding of the texts.  
Students are grouped in classes based on NYSELAT proficiency, 8<sup>th</sup> grade ELA scores, and ELA Regents scores within grades. In their content area classes students are grouped heterogeneously so that ELLs and SWD can receive optimal support from their peers.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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)?

The principal is intimately involved in the scheduling process. NYSESLAT scores influence the schedules students have and help to ensure students are provided with mandated instructional minutes. Next, the guidance staff and the ENL teacher verify that all students entitled to receive ESL services receive mandated hours, reviewing student programs to ensure that the minutes are appropriately allocated. HSHM has freestanding ENL instruction and ENL instruction is integrated into English classes. Entering ELLs receive 180 minutes of freestanding ENL, 180 integrated into ELA, and 180 integrated into other content area classes; Emerging ELLs receive 180 minutes of freestanding ENL and 180 minutes ENL integrated into ELA; Transitioning ELLs receive 90 minutes of freestanding ENL and 90 integrated into ELA; Expanding ELLs receive 180 minutes of ENL integrated into ELA, and Commanding ELLs receive 90 minutes of ENL integrated into ELA .

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.

The Freestanding ENL model instruction is delivered by the certified ENL teacher who employs a variety of instructional approaches (small groups, project based activities, visual vocabulary, writing process, and presentations) to make content comprehensible to students. Achieve3000 is also used in the Freestanding ENL program to supplement instruction and provide on-grade level, high quality non-fiction materials for students to engage with.

The integrated model used in the ELA classrooms. The certified ENL teacher and ELA teacher collaborate to plan and execute lessons that provide students with access to high interest classical literature and non fiction reading materials, vocabulary instruction, writing strategies/process, and oral expression through discussions/presentations.

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

Using programs such as Achieve3000, which have reading assessments in Spanish, we are able to determine a reading level in both English and Spanish. If the student is a newcomer, we get a sample of the student's writing in the native language, have the information translated, and are then able to evaluate some of the student's skills in that language.

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

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

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

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

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

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

SIFE students are often behind in academics, but can learn content material with modifications and scaffolds. SIFE students will have access to higher-level learning through writing personal and academic essays and through reading high-interest, low-level nonfiction and literature. SIFE students will engage in projects involving technology and the arts. Afterschool programs, employing technology such as Achieve3000 and project-based learning, are available to all ELLs.

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

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

For example, some newcomers may need similar interventions as SIFE students. Since newcomers may know little, if any English, they need to develop conversational and survival English, as well as basic vocabulary, phonics, and academic language.

Teachers will help ELLs to build and use oral expressive language, and focus on activities that employ listening, reading, and writing skills, before the students can even go onto the next challenging step: reading to learn in content area classes.

Newcomers also need help in adjusting to living in a new country and culture, not to mention new classes, in a variety of subjects which are all in English. Therefore Native Language Support (NLA) from dictionaries, visuals, and whenever possible, comparison of English vocabulary and grammatical structures to the native language, is helpful to newcomers.

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

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

c. Describe your plan for ELLs receiving service 4 to 6 years. HSHM ELLs in the category of 4-6 years are at a critical period in which literacy must be developed sufficiently to help these students become successful high school graduates, college students, and members of the productive American workforce. At this point, most ELLs are either at the intermediate to proficient levels of speaking and listening, and at the beginning to advanced levels of reading and writing. ELLs in the 4-6 year category continue to require explicit teaching of literacy strategies, vocabulary, and content to become proficient in academic English. According to University of Toronto Professor Jim Cummins, it takes 1-2 years for ELLs to attain Basic Interpersonal Conversational Skills (BICS), while it takes at least 5-7 years for students to catch up academically with their peers. Our plan with the 4-6 year group is to 1.) use collaborative strategies (e.g. QTEL) and plan activities that encourage higher-level thinking skills, 2.) explicitly teach academic vocabulary to enhance comprehensible input in the content areas, 3.) allow students to use technology such as Achieve3000 2-4 times a week during class and after school, and 4.) help students to relate to information in a meaningful way through project-based learning, which concludes with a synthesis and application of what students have learned during a thematic unit. As abilities and skills in English vary greatly, many of the strategies used with newcomers and SIFE students can also be employed to the 4-6 year group.

d. Describe your plan for Long-Term ELLs (completed 6 years). Long-Term ELLs (LTEs) are often not aware of reading and writing problems because they approximate the conversational English of a native speaker. Therefore, LTEs benefit from explicit instruction in reading, writing, grammar, and vocabulary in English and the content areas. Long-Term ELLs benefit from explicit instruction in academic language, as they do not usually lack conversational language. English composition is often difficult for LTEs, and therefore the use of graphic organizers, with a focus on transitional words, may be helpful in the creation of essays. The Schaffer Method of paragraph writing can be used at this stage to scaffold the essay writing process. Since LTEs may read below grade level by 1-3 years or more, they can benefit from high-interest content that has a tailored reading level. Achieve3000, with its leveled non-fiction, as well as leveled short stories collections such as the Burton Goodman 5-Star Series, are helpful in teaching LTEs who are in need of literacy intervention. LTEs still can access the content of classical novels through teaching strategies and techniques that include building schema, books on tape, and QTEL strategies.

e. Describe your plan for Former ELLs (1 to 2 years after passing the NYSESLAT exam). Former ELLs receive push-in classes in general education classes, including U.S. History and English. They continue to receive ESL strategies in both reading in the classroom, and receive personal attention in writing paragraphs and essays. Former ELLs are eligible to attend afterschool ESL and Regents Prep classes. They are also enrolled in a special English Regents Prep class during the school day if they did not pass the test. Former ELL students receive the same testing accommodations as current ELL students including extended time, use of bilingual dictionaries, three readings of the listening passage on the Regents Exam, and use of a glossary. Former ELLs receive 2 years of ENL services integrated into their ELA classes at least 2 periods per week, totalling 90 minutes.

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.

Academic progress is ensured since the students receive the services entitled to former ELLs.

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?

ELLs identified as having special needs are also often Long-Term ELLs. ELLs with IEPs will show learning disabilities in both the native language and the second language. Depending on each individual, ELLs with special needs have problems concerning language acquisition, reading and writing fluency, concentration, memory, emotional disturbances, and cognition. ELLs with special needs require tutoring in small groups and one-on-one time, while whole group instruction should focus upon creating meaning through collaborative examples (such as in showing a new strategy for writing topic sentences and eliciting feedback from students to complete the task). The Certified ENL teacher works with content area teachers to deliver lessons that explicitly teach vocabulary and literacy skills, while encouraging higher-level thinking, with a focus on writing and formulating interpretation and analyses based on evidence. For the most part, lessons should be very structured, with the use of clear directions and explanations. Native Language Arts may benefit the student through the use of bilingual literature and picture dictionaries, along with visual, auditory, and tactile aids. Furthermore, teaching ELLs with LD may include the use of shorter instead of multi-step directions, graphic organizers, and activities in which peers can help to tutor one another. Achieve3000/Empower3000, a computer literacy program, has been used with great effect with our SWD; students enjoy the interface and receive encouragement to increase reading skills through instant feedback from multiple-choice activities. ELLs identified as having special needs benefit from all interventions that help SIFE and Long-Term ELLs. In all content area classrooms teachers use smartboards and include images and videos in lessons to support learning. Students also have access to laptops and online learning tools such as Brainpop, Juno, and vocabulary.com--when used with fidelity, these materials accelerate language acquisition.

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?

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

Chart

**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)	2 units of study <i>per week</i> (360 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/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 of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

Chart

**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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

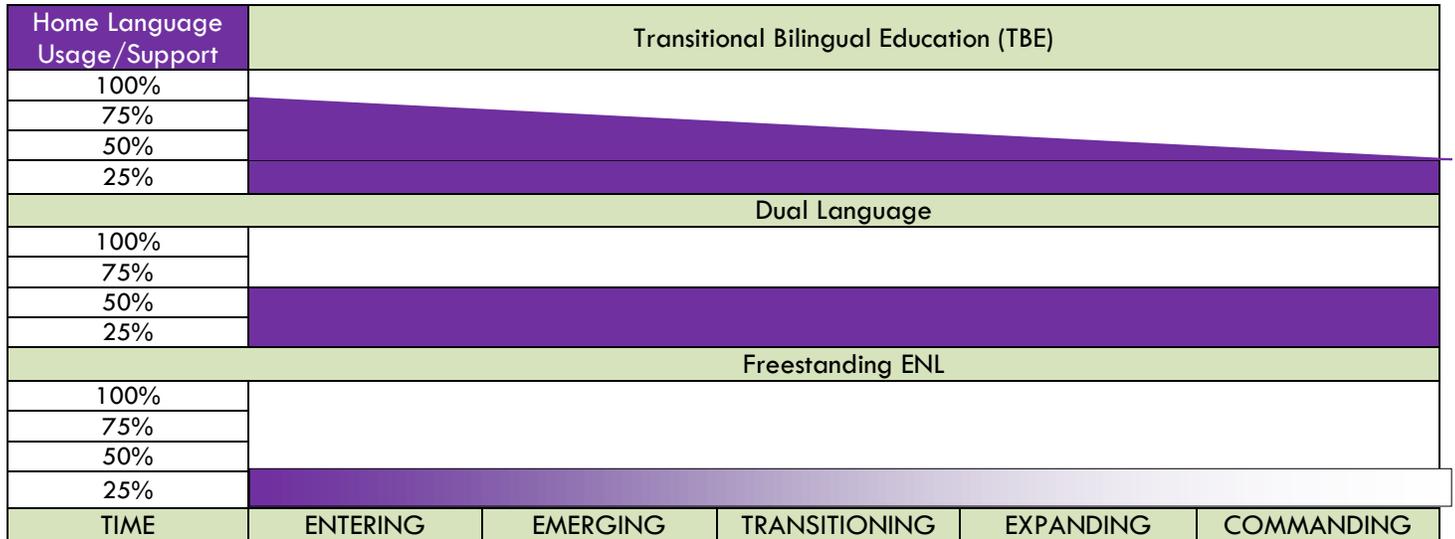


\*Note “other approved services” does not apply to New York City at this time.

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. ELL students are invited and/or selected to participate in after-school tutoring and Saturday Academy to support preparation for ELA, math, Social Studies, and Science Regents. Achieve 3000 and other online learning tools are used to support ELLs; they are encouraged to utilize these resources for at home practice. All after-school tutoring is in English utilizing ESL strategies; students have access to enrichment materials and activities in Spanish through the online learning tools.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
HSHM's current Freestanding and integrated model resulted in 10 students scoring Commanding on the NYSESLAT in 2015. Teachers receive a list of entitled students at the beginning of the school year which provides their proficiency level. This data is updated when a new student enrolls in the school and in February after administration of the ELA Regents. (Any student who earns a 65 or higher on the ELA Regents and scored Expanding on the NYSESLAT will be considered Commanding.) The course grades and Regents scores for ELA, Social Studies, Math, and Science for all ELL students are reviewed in department meetings routinely to determine how these students' need can best be met.
12. What new programs or improvements will be considered for the upcoming school year?  
We will continue to monitor various data points for ELL students (including periodic assessment data, mock regents data, teacher constructed tests) and make adjustments as necessary.
13. What programs/services for ELLs will be discontinued and why?  
As of now, no programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL students participate in all extra-curriculum activities and academic support programs offered at HSHM. They are informed of these opportunities using the same methodology used to inform all students in the school. Letters are sent home in both English and the students' home languages to inform parents. Information is also posted on the school website. All students, including ELLs, are invited to in-school recruitment events.
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.  
ELL students receive Achieve3000 support which provides them with high quality, on level, nonfiction reading and writing opportunities. ELL students participate in blended learning opportunities created by their classroom teachers. The use of technology to support ELLs also includes the use of smartboards and laptops in classrooms. Students also have access to Brainpop, online vocabulary building resources such as vocabulary.com, and online quizzes and enrichment resources on Juno.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Students have access to bilingual dictionaries, exams in native language, and resources (such as glossaries) in native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All services, support, and assistance to ELLs are based on school's knowledge of students. Instructional outcomes are planned and assessed based on appropriate methodologies. NYSESLAT scores and ELA 8<sup>th</sup> grade scores are reviewed to ensure proper placement within the grade. The ELL teacher and the Special Education teacher provide differentiation strategies to teachers to support the ELL/SWD population.
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).  
Incoming HSHM are invited to participate in a June orientation. Further, a curriculum night is held in September for all parents. Lastly, parent meetings are scheduled as appropriate to discuss student needs. The guidance counselor and Parent Coordinator are involved in each of these activities.
19. What language electives are offered to ELLs?  
All HSHM students, including ELLs, complete two credits in Italian
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)?

Paste response to question here:

## 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.)  
Staff (including the Parent Coordinator) will attend the following professional development activities: Q-tel: building the base; Demystifying ELL data; 4-day writing workshop for ELL; Achieve3000 training; Intervisitation with other ELL schools; LAP training; Developing Academic Literacy and Research Based Vocabulary Instruction. The staff meets in departments on Wednesdays and in grade teams on Fridays during which they discuss student concerns and progress. The ENL teacher provides professional development by offering strategies and materials that will benefit ELLs. Secretaries and the parent coordinator also join the grade team meetings.
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?  
Developing Academic Literacy and Research Based Vocabulary Instruction; Literacy Strategies; Scaffolding Instruction; Best ENL Practices and Methodologies; Interpretation vs. Analysis; Differentiating Instruction for ELLs Needing Special Services. the ENL teacher will be sent to Common Core professional development as well as ENL specific training.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Staff is provided with opportunities for professional development throughout the year to support their students. ENL teacher serves as a resource for content area teachers. The guidance counselor is trained in the NYCDOE over-the-phone interpretation services as well as an overview of the NYSESLAT levels.
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.  
HSHM meets the professional development requirements as per CR Part 154.2 by providing in-house professional development opportunities, arranging for intervisitations, providing coverages for teachers to attend outside PD on ELL instruction. Records are kept via attendance sheets, agendas, materials/resources provided. Records of teachers' professional development activities are stored in teacher's files, as well as attendance record keeping binder.

### 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?

Individual meetings occur either at the request of the parent or at the request of the ENL teacher. If the parent needs a language other than Spanish, the ENL teacher will arrange for an interpreter through the DOE's phone translation service. Records of the meetings will be kept in the student's file.

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. ELL parents receive phone calls and letters from the ENL teacher that inform about available after school programs and the student's progress. The ENL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ENL teacher about progress and goals for the student. The Parent Coordinator conducts and organizes outreach to parents in both Spanish and English, as well as through the interpretation service. ELL parents are invited to attend parent-teacher night conferences, PTA meetings, student presentations, and other conferences. The NYCDOE over-the-phone interpretation service is used for parent conferences, and a number of staff speak other languages, including Spanish, French/Creole, Romanian, and Italian.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We do not currently partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

5. How do you evaluate the needs of the parents?

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

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

The activities are based on parental interest gathered from surveys and questionnaires. All parents are encouraged to become involved in school activities, so all letters and phone calls are translated or interpreted into parents' home languages. Information is also posted on school calendars and the school calendar.

### 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: **High School of Hospitality Man**

School DBN: **02M296**

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)
Yves Mompoin	Principal		10/7/15
Katia Drouillard	Assistant Principal		10/7/15
Lenny Santana	Parent Coordinator		10/7/15
Kathryn Donahue	ENL/Bilingual Teacher		10/7/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dolores Williams	School Counselor		10/7/15
Marisol Bradbury	Superintendent		10/7/15
Fanny Castro	Borough Field Support Center Staff Member _____		10/7/15
Grace Chang	Other <u>Speech</u>		10/7/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **02M296** School Name: **Hospitality Management**  
Superintendent: **Marisol**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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.

Based on the HLLS of students, as well as ATS, and student emergency cards, the home languages, both written and oral, for all our students are as follows: Albanian (2), Arabic (1), Bengali (7), Cantonese (5), English (183), French (1), Haitian Creole (4), Malinke (2), Mandinka (1), Portuguese (1), Spanish (227), Urdu (1), Wolof (1) for a total of 437 students. Student language demographics, as well as translation and interpretation resources, are shared in the fall of the school year with staff members. Members of our staff speak Spanish, Haitian Creole, French, Russian, and Italian. Telephone communication with parents is done bilingually through over-the-phone interpretation for the primary nine languages of NYC. All home phone calls are made by Spanish-speaking staff or through over-the-phone interpretation and translation services for a variety of languages. Whenever necessary, we request the help of a staff member who speaks Chinese from a nearby school, Manhattan Bridges, for both translation and interpretation. All printed information sent home is in Spanish and in English. When a letter needs to be sent in another language, we consult with staff members in the building who may speak that language to help translate, or use NYCDOE translation and interpretation services. At Parent-Teacher conferences, Spanish- and Chinese-speaking interpreters are available to facilitate communication between the teachers and the parents.

2. 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 preferred languages for both written and oral communication are English, Spanish, Bengali, Cantonese, Haitian Creole, Albanian, Arabic, French, Fulani, Malinke, Mandinka, Portuguese, Urdu, Wolof.

## Part B: Creating a Communications Calendar

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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.)

HSHM distributes:

Monthly calendars (September, October, November, December, January, February, March, April, May, June)

School newsletter (September, December, March, May)

Course overviews and student contracts (September)

Student handbook (September)

Letters regarding Intervention and/or Enrichment programs (Throughout the year as necessary)

Parent Teacher conferences (September, October, March, May)

Schedule for Regents Prep Academy (November and March)

NYSESLAT letter (March)

Regents administration letter (December and May)

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.

HSHM participates in the following face to face meetings:

Curriculum night (September)

Parent teacher conferences (October, March)

End of Year Parent Meeting (May)

Guidance intervention meetings (As necessary throughout the year)

Pre and Post suspension hearings (As necessary throughout the year)

IEP meetings (As necessary throughout the year)

## 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.

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

2. Describe 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.

Oral interpretation services in Spanish, Chinese and French/Creole are normally provided by in-house staff (guidance counselor, aides, parent coordinator, AP, principal, staff from nearby schools) for parent teacher conferences and regular correspondence. Oral interpretation services in the nine primary languages of New York City, including Spanish, French, Bengali, Chinese (Cantonese and Mandarin), and Urdu is provided through the DOE via the over-the-phone interpretation unit, which can be reached at 718-752-7373, x4. Oral interpretation in Chinese is provided by an outside contractor working for the DOE during Parent-teacher conferences. Parents may rely on adult volunteers, including trusted friends and family members over the age of 18 to assist with oral interpretation between the school and the family.

## 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 made aware of how to use translation services and the over-the-phone interpretation service through the T&I brochure and via staff meetings.

## 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

Schools must determine within 30 (thirty) days of a student's enrollment (or, for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department. The parents have the right to have written and oral communication in their native language if they do not speak English. Therefore, the school shall, consistent with this regulation, provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school. The Bill of Parent Rights and Responsibilities, including rights to translation and interpretation services, are made available to parents in the the nine primary languages. Signs to the school and office near the entrance include the primary languages, and indicate the availability of interpretation services. Safety plan procedures are provided for ensuring that parents who need language access services are not prevented from reaching the school's administrative offices due to language barriers. The Bill of Parent Rights and Responsibilities for all primary languages, as well as signs indicating availability of translation services for safety and practical reasons, are provided for the nine primary languages (or for 10 percent or more of student body who speak a particular primary language). At HSHM, approximately 50 percent of our student parents speak and read in Spanish, 45 percent speak and read in English, and 5 percent of our students speak and read in 12 other languages. Staff members may orally interpret and assist during one-on-one meetings between parents and the school; they also translate documents sent home to parents. NYCDOE may provide translation and interpretation services over-the-phone or via translated documentation in the parents' native language if staff members and adult volunteers are not available. Because knowing the population in critical in the establishment of relationships and communication with our students' families, we gather information about home native language through HLLS forms, student emergency cards, ATS, and ARIS, and inform our staff about the results. We also provide staff members with information regarding how to use translation and interpretation services offered at the school or from the City. Oral interpreters may be hired through an outside contractor (working with the DOE) to assist during Parent-Teacher conferences and one-on-one meetings.

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

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

HSHM will use parent surveys to gather feedback from parents on the quality and availability of services.