

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

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

**08X559**

**School Name:**

**SCHOOL FOR TOURISM AND HOSPITALITY**

**Principal:**

**BRIAN CONDON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: School of Tourism and Hospitality School Number (DBN): 08X559  
Grades Served: 9,10,11,12, SE  
School Address: 900 Tinton Avenue, Bronx, NY, 10456  
Phone Number: 708-401-4214 Fax: 708-401-4219  
School Contact Person: Abigail Grafals Email Address: agrafals2@schools.nyc.gov  
Principal: Brian Condon  
UFT Chapter Leader: Alan Richter  
Parents' Association President: Diana Ramirez  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ahlvoid Daniels  
Student Representative(s): Catherine Mendoza  
Antwan Bridgewater

**District Information**

District: 08 Superintendent: Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, Room 841, Bronx, NY 10458  
Superintendent's Email Address: cstaple@schools.nyc.gov  
Phone Number: 718-741-5834 Fax: 718-741-7685

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza  
Director's Email Address: jruiz2@schools.nyc.gov  
Phone Number: 718-88-7776 Fax: \_\_\_\_\_

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brian Condon	*Principal or Designee	
Alan Richter	*UFT Chapter Leader or Designee	
Diana Ramirez	*PA/PTA President or Designated Co-President	
Abigail Grafals	DC 37 Representative (staff), if applicable	
Ahlvoid Daniels, Sr.	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Catherine Mendoza	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Antwan Bridgewater	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lindsay Prybylski	CBO Representative, if applicable	
Blayne Gelbman	Member/Assistant Principal	
Juliet Marinelli	Member/ Teacher	
Rebecca Johnson	Member/ Teacher	
Delores Laird	Member/ Parent	
Gainaba Kanuteh	Member/ Parent	

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

The School of Tourism and Hospitality was opened as a new CTE school in the Jane Addams Campus in the 2012-13 school year. In 2015-16 we will have our first graduating class. In 2014-15 the school served 248 students in grades 9-11. Enrollment for the 2015-16 school year is projected to be 330 students. The student body includes 22% English Language Learners and 22% of students have an individualized education plan. Girls account for 67% of the student population, and boys account for 33% of the population. 84% of students are eligible to receive free or reduced lunch.

Our school's mission statement is:

**We believe in teaching the “whole student” – without judgment – in an environment that supports their academic and social development. Learning should be fun and we make it a priority at STH!**

- This mission is alive in the school in a number of ways. First, through a partnership with East Side House Settlement. East Side House provides a variety of our services to our school community. East Side Conducts ongoing parental outreach efforts to the parents and guardians of our students. East Side provides additional advisors to our Parent Association. In addition, East Side House has been instrumental in creating a variety of out
- The percentage of students who are English Language Learners has increased since the school was opened from 16% to 22% many of the new LEP students have recently arrived in the country and have very limited English proficiency. Because of many of the students do not speak or read English, it is necessary to adapt instruction to meet their needs. While bilingual classes are not offered, most teachers utilize on translation services to make content available to students in their native language.
- Over the last year, the school the school has begun to focus on student-engaged assessment as the lever to improve instruction. The school will continue to focus on developing student and teacher capacity in these areas for the 2015-16 school year. There are seven key practices that the school will focus on to make student-engaged assessment they are as follows
  - Learning Targets
  - Checking for Understanding During Daily Lessons
  - Using Data with Students
  - Models, Critique and Descriptive Feedback
  - Student-Led Conferences
  - Celebrations of Learning
  - Standards-Based Grading

### 08X559 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11	Total Enrollment	241	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	3
School Composition (2013-14)					
% Title I Population	119.4%	% Attendance Rate			85.6%
% Free Lunch	90.1%	% Reduced Lunch			3.7%
% Limited English Proficient	22.4%	% Students with Disabilities			20.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			36.0%
% Hispanic or Latino	59.0%	% Asian or Native Hawaiian/Pacific Islander			1.2%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.72	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# 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)			19.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			3.45
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	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.8%	% of 2nd year students who earned 10+ credits			75.6%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
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	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				
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	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				
Met Adequate Yearly Progress (AYP) in Graduation Rate (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				

## 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.

#### *Strengths*

- According to the Framework for Great Schools survey, the school is strong in the implementation of the Common Core Instructional Shifts for mathematics, with a score of 86. 96% of survey responses were positive in this area, which was 10% points better than the city average. The school was also 3 percentage points above the city average in the implementation of Common Core Instructional Shifts in literacy.
- The Quality Review found that school proficient in indicator 1.1, curriculum. The report indicated, “The school ensures that curricula are aligned to the Common Core Learning Standards, making purposeful decisions across the subject areas and grades consistently emphasizing rigorous habits and higher-order thinking skills.
- The Quality Review also found that the school was proficient in indicator 1.2, assessment. The report indicated, “All teachers incorporate data results, daily checks for understanding, and monitor student progress. Common assessments across all grades and subject areas are used to inform curricula and instructional adjustments.
- On the Common Core English Regents examination, 11th grade students showed substantial growth in their ability to write argument essays. The score distributions for the two essays are included in the chart below. (Note: Most students who passed in the exam in January did not retake the exam in June resulting in a decline in the percentage of students scoring a 5 or 6.)

Exam	0	1	2	3	4	5	6
Jan 2015	3%	1%	15%	28%	18%	26%	8%
June 2015	0%	0%	10%	45%	33%	12%	0%

- According to the Framework for Great Schools survey, the school received a score of 75 for inclusive classroom instruction. This element relates to the modification of instruction for students with disabilities and ELLs.

#### *Needs*

- According to the Framework for Great Schools Survey, course clarity was our greatest need for rigorous instruction with a score of 26. Course clarity includes prompts such as:
  - I learn a lot from feedback on my work.
  - It’s clear what I need to do get a grade.
  - I know what my teacher wants me to learn in class.
- The Quality Review found that, “Across classrooms, reaching strategies inconsistently afford students instructional supports and student discussions reflect uneven levels of student thinking.” The reviewer noted, “Several conversations with other students indicated that students did not understand their roles and lacked credibility of their roles. . . . most students were unable to articulate their connections and comprehension of the content and engagement tasks.”

- According to ADVANCE data, for all Domain 3 ratings in the 2014-15 school year, the distribution of ratings was as follows:
  - 8.0% highly effective
  - 54.6% effective
  - 36.9% developing
  - 0.4% ineffective
- For 3d, Using Assessments in Instruction, the highest percentage of developing ratings were given. The distribution of ratings was as follows:
  - 7.2% highly effective
  - 47.0% effective
  - 45.8% developing
  - 0% ineffective
- According to our end of the year teacher survey, availability and use of curriculum was an area of concern with a school average of 2.9 and only 35% of teachers responding positively.
- According to the end of the year teacher survey, most teachers did not believe that the school's grading policy helped teachers analyze student learning. The school average was 3.1 and only 47% of teachers responded positively.
- An analysis of student performance on the January Regents examination found:
- On the US History Exam, the distribution of scores on the thematic essay was as follows:
  - 50% of students scored a 0
  - 29% of students scored a 1
  - 17% of students scored a 2
  - 5% of students scored a 3
  - 0 students scored a 4 or 5
- On the Global History Exam, the distribution of scores on the thematic essay were as follows:
  - 23.2% of students scored a 0
  - 18.4% of students scored a 1
  - 30.4% of students scored a 2
  - 23.2% of students scored a 3
  - 4.8% of students scored a 4
  - 0 students scored a 5

## **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, 85% of teachers will be rated effective or highly-effective in the last observation of the year in the Component 3d in the Framework for Teacher, Using Assessments in instruction as evidenced by ratings in the ADVANCE system.

## **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>Adopt a new instructional focus for 2015-16 - student engaged assessment. The new instructional focus will include a general statement and identify specific teaching practices that should be observable in all classes</p>	<p>Teachers</p>	<p>June 2015 - July 2015</p>	<p>Principal  Instructional Coach  Leaders of Departmental Teams</p>
<p>In all core content areas, develop curricula that:</p> <ul style="list-style-type: none"> <li>• identify the standards which are to be measured for each unit;</li> <li>• include a standards based grading that communicates to students the learning expectations for the unit;</li> <li>• include a performance task that is aligned to CCLS and involves higher order-thinking skills;</li> </ul> <p>include a specific pre and post assessment designed to measure student growth;</p>	<p>Core Content Area Teachers</p>	<p>Begin  June 2015  End  Sept. 2015</p>	<p>Instructional Coach  Content Area Teachers</p>
<p>Professional development will be differentiated for all teachers who are rated developing or ineffective. Providing one-on-one coaching at least one time per week.</p>	<p>Teachers</p>	<p>July 2015 to June 2016</p>	<p>Teachers  Instructional Coach</p>
<p>Summer professional development will be offered to all teachers in the summer professional development teachers will:</p> <ul style="list-style-type: none"> <li>• Identify CCLS focus standards for each unit</li> <li>• Create Standards Based Grading Scales for the standards to measured in unit</li> <li>• Create CCLS performance tasks that allows students to demonstrate proficiency.</li> </ul>	<p>Teachers</p>	<p>July 2015 to August 2015</p>	<p>Teachers  Instructional Coach</p>

<ul style="list-style-type: none"> <li>Create rubrics that can be used to communicate expectations</li> </ul> <p>Create models of student work that can be used to clarify criteria of success</p>			
Teachers will engage in a structured for instructional rounds in which they will analyze the assessment practices utilized in classroom.	Teachers	September 2015 to May 2016	Teachers Instructional Coach Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The following resources will be leveraged to reach this goal:											
<p><u>Human Resources</u></p> <ol style="list-style-type: none"> <li>Instructional Coach</li> <li>Principal, Assistant Principal</li> <li>Teacher Teams</li> <li>Individual Teachers</li> </ol> <p><u>Instructional Resources</u></p> <ol style="list-style-type: none"> <li>New Curriculum in ELA and Math with clearer criteria for succes</li> <li>Technology to facilitate collection of formative assessment data</li> </ol> <p><u>Schedule Adjustments</u></p> <ol style="list-style-type: none"> <li>Teacher schedules will be modified to common planning time and classroom intervisiations</li> </ol>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><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.</p> <p>Curriculum development will be monitored utilizing a checklist for all components described above. The curriculum review will be conducted a minimum of two weeks before the start of the next marking period to provide additional time to make necessary adjustments.</p> <p>Classroom visits will be conducted by administrators and the instructional coach a minimum of two times per month. The purpose of these informal visits will to determine whether the school’s instructional focus, student engaged assessment, is evident in each classroom. Data will be collected using a school created classroom observation tool. Teachers will then be provided with differentiated job embedded coaching to help them obtain a level of practice that is, at a minimum, effective under the Danielson Framework.</p>
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ADVANCE data will be reviewed at the end of each marking period to determine whether the school is on track to meet this goal, and to determine the effectiveness of supports that a are being provided.

**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 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.

#### *Strengths*

- According to ADVANCE data, in Domain 2, classroom environment, only 3.6% of observations resulted in a rating of developing or ineffective. For component 2a, Creating an Environment of Respect and Rapport 29.8% of observations resulted in a rating of highly effective. This was the highest percentage of highly effective ratings of any component.
- The quality review found that the school was proficient in QR indicator 3.4 and identified it is an area of celebration. The reviewer found, “School leaders consistently communicate high expectations leveraged by the Danielson Framework for Teaching regarding professionalism and student achievement. The school supports families and students in their understanding of these expectations linked to college and career preparation.”
- According to the end of the year teacher survey, 75% of teachers responded positively to the item, “I talk with students about their lives outside of the home.”
- According to the end of year student survey, 79% of students indicated that other students do not make fun of students who do well in class.

#### *Needs*

- According to the Framework for Great Schools Survey, student-teacher trust is an area in need of improvement. 66% of students responded positively to the question in this category, which put the school in the bottom 25% of its peer horizon. Questions in this section included:
  - I feel safe and comfortable with my teachers at this school.
  - There is at least one adult in the school that I can confide in.
  - My teachers will always listen to student ideas.
  - My teachers always keep their promises.
  - My teachers treat me with respect.
- When my teachers tell me to do something, I know they have a good reason.
- According to the Framework for Great Schools Survey, classroom behavior and peer interactions are areas for growth. For classroom behavior, the school scored a 4 out of 100. For peer interactions, the school scored a 24 out of 100.
- According to the end of year teacher survey, 70% of teachers indicated that disruption of learning as a result of student misbehavior was a problem in the school.
- According to the end of the year student survey, 59% of students indicate the learning is often disrupted by student misbehavior.
- According to the end of the year student survey, 85% of students responded negatively to the prompt, “Teachers talk to me about my life at home.” This item had the highest percentage of strongly disagree (negative) responses of any item on the test.

**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, 85% of classrooms will utilize the school’s Positive Behavior Intervention System (PBIS) to monitor student behavior and to identify students who are in need of additional behavior interventions.

**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 Supportive Environment 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>PBIS team will meet and develop procedure for school to develop PBIS system. System will address Habits of Work, must be assessable, and must have a method by which we can tier to target individual students.</p>	<p>East Side House Teachers</p>	<p>July 2015</p>	<p>East Side House  PBIS Team  Dean  Instructional Coach</p>
<p>Student team will be identified and will meet to create the specific rules for the PBIS System</p>	<p>Students  Teachers</p>	<p>August 2015</p>	<p>East Side House</p>
<p>Professional development will be conducted to introduce teachers to PBIS system and to how it will be utilized in the classroom.</p>	<p>Teachers</p>	<p>August 2015 - Sept. 2015</p>	<p>PBIS Team</p>
<p>Tier II and Tier III interventions will be identified for students who need additional support.</p>	<p>Teachers Students</p>	<p>Sept 2015 - June 2016</p>	<p>East Side House  Dean  PBIS Team</p>
<p>Teachers will engage in a structured for instructional rounds in which they will analyze the assessment practices utilized in classroom.</p>	<p>Teacher</p>	<p>Sept. 2015 - June 2016</p>	<p>Instructional Coach</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.

The following resources will be leveraged to reach this goal:

Human Resources

1. Instructional Coach
2. Principal, Assistant Principal
3. PBIS Teams
4. Individual Teachers
5. CBO

Instructional Resources

1. Skedula and other computer resources will be utilized to collect data related to PBIS system.

Schedule Adjustments

1. Teacher schedules will be modified to common planning time and classroom intervisiations
2. Student schedules will be modified to permit tier 2 interventions for students who need additional support

**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	X	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.

Three times per year students will be surveyed to identify trends in classrooms. Student surveys will continue specific questions aligned to the Framework for Great Schools relating to school environment. Focus groups will be conducted with students to develop a deeper understanding of the problems.

Three times per year teachers will be surveyed to identify trends in classrooms. The survey will be aligned with the Framework for Great Schools. Focus groups will be conducted with groups of teachers to develop a deeper understanding of problems.

PBIS data will be identified on a monthly basis by PBIS team to identify students who are in need of Tier II and Tier III interventions related to their behavior. Instructional rounds will occur at least one time per marking period and findings will be shared with staff.

**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 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.

#### *Strengths*

- According to the Framework for Great Schools survey, the school received a score of 75 for inclusive classroom instruction. This element relates to the modification of instruction for students with disabilities and ELLs.
- According to the quality review, the school was rated proficient in teacher teams and leadership development. The QR report found, “Teacher leadership structures promote the achievement of school goals and implementation of the school’s instructional focus. Teachers evaluate instructional practice, pedagogy and teacher capacity.” According to the report, the impact was, “Teacher teams analyze assessment data and student work to strengthen instructional capacity making key decisions that improve teacher practice and affect the learning across the school.”

#### *Needs*

- According to the Framework for Great Schools Survey relating to collaborative teachers, Innovation was marked as an area of concern with a score of 23. This topic relates to teachers willingness to try new ideas to improve their pedagogy and includes teachers’ assessment of their peers.
- Two other areas of the Framework for Great Schools Survey where the school scored low were reflective dialogue and collective responsibility. Reflective dialogue relates to teachers discussion and sharing student work. Collective responsibility relates to teachers taking responsibility to improve the school.
- According to the end of the year teacher survey, 37% of teachers agreed that the administration, teachers, and staff collaborate to work to make the school run effectively.
- According to the end of the year teacher survey, 30% of teachers did not believe that they were responsible for improving the school.
- According to the end of the year teacher survey, 65% of teachers disagreed with the statement that teachers had observed their classrooms. The average response for this question was 2.4.

### **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, 100% of teachers will engage in at least three cycles of inquiry within content specific teams.

**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>Inquiry teams will be developed by teachers at the departmental level. Each team will have a scheduled time to meet a minimum of one time per month during professional development time.</p>	<p>All Teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>All Teachers</p>
<p>Each inquiry team will be headed by a team leader. The team leader will be provided with specific professional development on leading the team and will meet an additional one time per month.</p>	<p>Team Leaders</p>	<p>July 2015 to June 2016</p>	<p>Teacher Leaders Instructional Coach</p>
<p>Teachers will conduct a data analysis of Regents results and other available data and identify specific problems of practice that they will focus on for the first trimester</p>	<p>All Teachers</p>	<p>Sept. 2015</p>	<p>All Teachers</p>
<p>Teams will identify specific evidenced-based practice that show promise in addressing the problem of practice</p>	<p>All Teachers</p>	<p>Sept. 2015</p>	<p>All Teachers</p>
<p>Teams will implement practice and use a protocol to analyze student work and determine the efficacy of the strategy that was adopted.</p>	<p>All Teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>All 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.

The following resources will be leveraged to reach this goal:

Human Resources

1. Instructional Coach
2. Principal, Assistant Principal
3. Inquiry Teams

Instructional Resources

1. Skedula and other computer resources will be utilized to collect data related to PBIS system.

Schedule Adjustments

1. Teacher schedules will be modified to common planning time by department
2. Professional Learning time will be utilized to conduct inquiry work.

**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	X	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.

Inquiry team meetings will contain agendas and minutes and will keep copies of student work in the binder.

Binders will be reviewed, by instructional leadership teams, instructional coach and principal on a monthly basis.

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

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

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

### **Part 1 – Needs Assessment**

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

#### *Strengths*

- According to the Framework for Great Schools Survey, one area of strength is the Principal’s instructional leadership. 96% of teachers completing this survey responded favorably in this area. The school earned an 89 in this area.
- According to the end of year teacher survey, teachers responded favorably 82% of the time to the statement, “The principal presses teachers to implement what they have learned in professional development.” The average for this item was 4.1.
- According to the end of the year teacher survey, teacher responded favorably 72% of the time to the prompt, “The principal is strongly committed to shared decision making.” The average for this item was 3.9.

#### *Needs*

- According to the Framework for Great Schools Survey, the weakest are in Effective Leadership is program coherence - while 73% of teachers responded favorably to these questions, when compared to peer schools we earned a score of 37. Questions related to this element include:
  - Once we start a new program, we follow up to make sure that it’s working.
  - Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
  - There is a consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school
- According to the Framework for Great Schools Survey, another area of concern was teacher influence - 64% of teachers responded favorably to this section and we earned a score of 39. Questions related to this element include questions about how much influence teachers have in the following areas:
  - Hiring new professional personnel
  - Planning how discretionary funds should be used
  - Selecting instructional materials used in classrooms
  - Developing instructional materials
  - Setting standards for student behavior

### **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.

Departmental teams will meet a minimum of one time per month. Each team will be responsible for monitoring curriculum, instruction and learning materials to ensure that they are coordinated across grade levels. Teacher teams will be empowered to make decisions relating to how discretionary funds should be used, selecting instructional materials and developing instructional materials. Resulting in an improvement in the Great Schools Framework Survey in the elements of Teacher influence and program coherence to 80%.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher leaders will be identified for each departmental team.	Teacher Leaders	August 2015	Principal Instructional Coach Teacher Leaders
Professional development will be provided for teacher leaders in the development of effective teams	Teacher Leaders	August 2015 to June 2015	Instructional Coach
Departmental team meetings with agendas and minutes will be conducted.	All Teachers	Sept. 2015 to June 2015	All Teachers

**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.

The following resources will be leveraged to reach this goal:

Human Resources

1. Instructional Coach
2. Principal, Assistant Principal
3. PBIS Teams
4. Individual Teachers
5. CBO

Instructional Resources

1. Skedula and other computer resources will be utilized to collect data related to PBIS system.

Schedule Adjustments

1. Teacher schedules will be modified to common planning time and classroom intervisiations
2. Student schedules will be modified to permit tier 2 interventions for students who need additional support

**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	X	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.

Three times per year teachers will be surveyed in a manner consistent with the Framework for Great Schools to determine their perceptions and to adjust programs to meet their needs.

Agendas and minutes from meetings will be reviewed on a monthly basis by the instructional coach and principal.

**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.

#### *Strengths*

- According to the Framework for Great Schools survey, the school was above the city average in both measures of parent involvement.

NeedsAccording to the end of the year teacher survey, parental attendance at schoolwide events was a particular area of concern with only 5% of teachers responding favorably.

- According to the end of the year student survey, only 40% of students responded positively to the prompt, My parents or guardian attend parent teacher conferences.
- 37% of parents attended at least one parent-teacher conference last year.

### Part 2 – Annual Goal

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

By March 2016, all students who have attend school at least 80% of the time will have conducted two student led conferences. Each conference will be scheduled to include a parent or guardian, at least one teacher, and the student. The student will facilitate the conversation. At the end of the meeting, a personal learning plan will be created identifying at least two specific areas for improvement and role of the student, teachers, and family in reaching the goal. Forty-seven percent of parents will attend the student led conference meetings.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
All students will be assigned a staff member to serve as the academic adviser. A staff member will have no more than 10 students to focus on. This adviser will help prepare students for student at led conferences.	Students Teachers	August 2015	Dean East Side House Teachers
Curriculum for all courses will identify standards and learning outcomes for each unit.	Students Teachers	August 2015	Instructional Coach Departmental Teams
Assessments for each unit will be aligned to unit outcomes and the alignment will be communicated to students.	Teachers	Sept. 2015 to June 2016	Teachers Departmental Teams Instructional Coach
In the week following each marking period, students will review classroom portfolios to create a portfolio of their work in preparation for student-led conferences. This process will be supported in meetings with academic advisers.	Students	Nov. 2015 to June 2016	Advisers Students
Portfolios will include a reflection and evidence of habits of work.	Students	Nov. 2015 to June 2016	Advisers Students

#### **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.

The following resources will be leveraged to reach this goal:

Human Resources

1. Instructional Coach
2. Principal, Assistant Principal
3. Individual Teachers
4. CBO

Instructional Resources

1. Computer systems will be utilized to share data between teachers and to facilitate Schedule Adjustments

1. Teacher schedules will be modified to common planning time and classroom intervisiations
2. Parental outreach time will be used facilitate discussions between students' advisers and families.

**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
X	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF	X	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.

Following parent-teacher conferences, November 19-20, a review of parental participation, and quality of goals created and portfolios will be conducted. Adjustments will be made based on review.

**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>	Common Assessment and ELA Regents Results	Reading Interventions - Wilson, Just Words, and Great Leaps(?)  Writing Interventions - Hochman method	Small group	During the school day
<b>Mathematics</b>	Common Assessment, 8th grade test, and Regents results	Scholastic Do the Math Now	Small group	During the school day and before school.
<b>Science</b>	Standards-based grading	Repeated readings and interactive writings	Small group	During the school day
<b>Social Studies</b>	Regents results and standards based grading.	Repeated readings and interactive writings	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	PBIS data, teacher reports		One-to-One, Small Group	During the school day

## 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>As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. Teachers are more likely to stay in an environment where they have active input into the curriculum.</p> <ul style="list-style-type: none"> <li>• Develop Leadership/mentor program             <ul style="list-style-type: none"> <li>○ Goals of Leadership/mentor program:                 <ul style="list-style-type: none"> <li>▪ #1 – recruit and develop enthusiastic and dedicated teachers</li> <li>▪ #2 – develop the skill sets of existing teachers who desire to be teacher leaders</li> <li>▪ #3 – create a culture of mentees becoming mentors where teacher leaders seek to develop others as they were developed once as mentees themselves</li> </ul> </li> <li>○ Structure of Leadership/mentor program:                 <ul style="list-style-type: none"> <li>▪ Recruitment                     <ul style="list-style-type: none"> <li>▪ At least 1 teacher will be identified and chosen to participate as a mentee each year.</li> <li>▪ The individual will be selected by the school's leadership team based on an open posting announcement, letter of interest submitted by applicant and an interview with the team. Teachers already working at the school will be encouraged to apply.</li> </ul> </li> <li>▪ Schedule                     <ul style="list-style-type: none"> <li>▪ Mentees who are not existing teachers at the school will be interviewed. Once hired (as with existing teachers) they will meet with their mentor and the principal/designee once per week to set goals, develop actionable plans, chart progress and conduct classroom visits/inter-visitation.</li> <li>▪ Mentees will also meet with colleagues to co-plan instruction:                             <ul style="list-style-type: none"> <li>▪ With special education teacher – 85 minutes once per week</li> <li>▪ With English as a second language teacher – 85 minutes once per week</li> </ul> </li> </ul> </li> <li>▪ Participants                     <ul style="list-style-type: none"> <li>▪ Mentors – principal, instructional coaches, existing teachers at the school with a track record of instructional excellence and a desire to support the development of others</li> <li>▪ Mentees – teachers who are not yet a part of the school and teachers assigned by the principal to be mentored as deemed appropriate based on observations and data outcomes</li> </ul> </li> <li>▪ Outcomes</li> </ul> </li> </ul> </li> </ul>

- Desired outcome #1 – newly hired teachers will remain in their instructional roles for at least 3 years (including their first year with the school)
- Desired outcome #2 – existing teachers will become teacher leaders within 3 years of first being mentored

Desired outcome #3 – at least 50% of the teachers who are mentored will become mentors themselves after 3 years of first being mentored

## **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).

High quality professional learning must enable to “teachers to work regularly together to improve their practice and implement strategies to meet the needs of their students.” (Wei et al, 2010, p. ii) This applies as well for principals and paraprofessionals. To that end, we implement the following professional learning activities over the coming year:

- At a minimum, all teachers will be a part of a departmental team that regularly engages in an inquiry based process that focuses on using student work to identify areas of need and that identifies evidence-based practices that can be implemented to help students succeed.
- Differentiated professional development will be provided to all teachers based on specific teacher created goals. The goals will be created based on data and teacher reflection on his or her own practice.
- Differentiated professional development will also be provided to all teachers who were rated developing or ineffective on components 3b or 3d of the Framework for Teaching on a formal or informal observation.

The effectiveness of the professional learning will be monitored using multiple data sources, including but not limited to ADVANCE data, Regents test results, common assessments, and teacher surveys.

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

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

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

## **Part 4: SWP Schools Only**

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

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

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

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

For the 2015-16, in addition to Regents examinations, the school will give three common assessments in math and ELA. Each common assessment was selected with input from teachers to ensure that the assessment will provide teachers with data that they need to make instructional decisions. For the 2015-16 school year, all teachers in core subjects will use standards based grading. The standards that will be measured for each teacher are identified in the curriculum used by the school. The curriculum was created collaboratively with teachers using district provided curriculum as a starting point.

The data from these tests, analyzed in conjunction with Regents will be used by teachers to modify curriculum and to identify specific students who are in need of remedial services. Remedial services will provided as part of the school’s AIS plan.

SBG will allow the school to use an analysis of grades to identify students who are not meeting standards and who need additional support.

Professional development will focus on student engaged assessment.

The data analysis from the common assessment and Regents results will be used to determine additional needs for

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	234,052.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,465,853.00		

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

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

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**Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

The School of Tourism and Hospitality, 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.

#### **1. 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;

## **2. 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;

## **3. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <a href="#">School for Tourism and Hospita</a>	DBN: <a href="#">08x559</a>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input 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 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: Program is designed to assist our ELLs in the language fluency that is necessary to understand these concepts, and access the content heavy material. We will be offer Saturday Academy to our Spanish-English bilingual students. The academy will be offered in two sections.

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

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

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

## Part C: Professional Development

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

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

Begin description here: DELLSS is offering a 5 day institute called "Brain Research: Keeping ELLs in Mind", which two of our teachers will attend during the spring semester. These teachers, Margaret Amores, ESL teacher and Mohammed Zaimi, SPED teacher who works with our SPED/ELL population will turnkey this training to all other staff members during our weekly professional development. The exact dates for the PD have not been published yet but turnkey PD will tentatively occur on the Monday following each day of the institute from 2:30-3:15 during our staff's professional development time. We selected this training because it addresses not only the pedogical needs of ELLs but also their socio-emotional and cultural needs to obtain the deep understanding of content while acquiring language. This institute is free but we will need teacher coverage for the days that these two teachers are attending as well as time to prepare presentations for the rest of the staff.

### Part D: Parental Engagement Activities

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

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

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

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

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

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

### Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

**A. School Information**

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>559</b>
School Name <b>School for Tourism and Hospitality</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>Brian Condon</b>	Assistant Principal <b>Blayne Gelbman</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Margaret Amores</b>	School Counselor <b>Meryem Ibrahim</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Thomas Lindsay</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Abigail Grafals</b>
Related-Service Provider <b>East Side House/Risa Whipple</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Carron Staple</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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

**D. Student Demographics**

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

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														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

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
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.  
We have been using Achieve3000 to assess home language skills in our Newcomer ELLs because they have all been Spanish speaking. Now that the LENS is available, it would be possible to use that as well for our students. This data shows that our students read far below grade level (lexile level ~240 average) in the home language. For students who have higher level of literacy in the home language (lexile level ~500), they are better able to transfer their skills to English.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Using the NYSESLAT, our students tend to gain listening and speaking proficiency within a couple of years. They struggle with reading and writing. Students who have entered our school and taken the NYSITELL have all scored at the Entering level, most not able understand or answer question about personal information.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
NOTHING it doesn't work
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - During the January 2015 Regents, the last exams for which we have data, the two students who opted to take their exams in the home language did not pass. They took Living Environment, Global History, and Common Core Algebra. Students who took their exams in English fared slightly better. Looking at data over a period of several years, we see that when students start taking their exams in English, they score better. The students have stated that this is because the classes are taught in English and there is Tier III vocabulary that they have learned in class that they do not know in their home language.
    - The results indicate that as our students are better able to access the curriculum in English, they perform at a higher level.
    - We do not use the formal ELL periodic assessments; we use teacher created materials. These assessments indicate that our students

struggle most in reading and writing both in English and in their home language. The ENL teacher creates some content area materials for students to help them access the content in both languages. Content teachers also try to find materials that are translated.

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

N/A We are a high school.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Currently, we use some translated materials and allow students to use translators and dictionaries in the classroom to facilitate their understanding in both English and the home language. Students at the entering and emerging levels travel as a group, and students at more advanced levels are often together, as long as that doesn't conflict with their other educational needs. Teachers in the content areas focus on Tier II and III vocabulary to help students access the material. They allow students to respond in the home language, with translation by other students, which fosters their understanding, or by another staff member.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
During 2013-14, the last year for which we have data, 40% of our students tested proficient. During the 2014-15 school year, they had academic success as a group. Those who need further support will benefit from the integrated ENL instruction they receive during 2015-16. For students who did not test proficient, they continued to receive integrated ENL this year and have been improving their reading and writing skills. In the coming year, we need to focus on further integrating ENL strategies into the content area classrooms and providing remediation for students who are struggling due of lack of language skills or home language literacy and numeracy skills.

## Part IV: ELL Identification Process

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

- 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 a potential ELL comes for intake, the ESL Coordinator, Margaret Amores administers the Home Language Survey. After Ms. Amores completes the student and parent interview, she will administer the NYSITELL if necessary. She will then contact the parents and invite them to come in and she will show the parent the video detailing the various types of instruction for ELLs, ask the parent to complete the Parent Choice Form, and then explain the self-contained model that we are using, a version of Free-Standing ENL. Ms. Amores will help the parent enroll their child in the program or assist them in finding a program that best matches their choice. Parents will be notified of their child's placement via letter. If the parent does not speak a language spoken by someone on staff, we will utilize the DOE's interpretation services.
- 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).  
Once a student is enrolled, Ms. Amores uses data gathered from the parent and student interviews, the SIFE questionnaire, as well as preliminary classroom data to identify SIFE. She then administers the LENS if it is deemed appropriate.
- 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).  
If a newly enrolled student had an IEP, the LPT (the assistant principal, Blayne Gelbman, the ESL teacher and the IEP coordinator, Varinia Torres, and the student's parent/guardian) would meet to determine if the student should take the NYSITELL. The determination of the team would be presented to the principal, Brian Condon, who would make the final determination. If necessary, translation and interpretation would be provided.
- 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.  
As soon as a student has completed NYSITELL testing and results are confirmed, Ms. Amores sends parent notification letters in the parents' preferred language.
- 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).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment via the updated parent notification letters, which detail the right to an appeal as well as the process for appealing.

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.

When parents enroll their child at our school, the ELL coordinator, Ms. Amores, conducts both parent and student interviews. If, based on the interviews, it is clear that the student will need ENL services, the parents are shown the program choice video that day, avoiding a second trip to the school. If it not clear whether or not the student will require ENL services, parents are offered the choice to watch the video that day or to return in the event that they need to make a selection for their child. Students are tested as soon as possible, usually within their first day or two of school and the results are shared with the parents, first via phone call (inviting them in to complete program selection) and then via the parent notification letter.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL teachers works with parents to ensure that Parent Surveys and Program Selection forms are returned in a timely manner. In the event that a form is not returned, that is documented in ATS and parents are notified that they child has been placed in a Free-Standing ENL program, which is the only program we have at this time, and that they can request a change of program. Parents are notified of this information both by letter and phone.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Ms. Amores, the ESL coordinator, works with parents to ensure that Parent Survey and Program Selection forms are completed and returned. She enters all information into ATS.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Once a student has been placed in a program, the ENL teacher sends placement parent notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All documents are placed in the student's perment file. In addition, the ESL teacher maintains copies of non-entitlement and entitlement letters.
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.  
All students who are eligible to take the NYSESLAT are scheduled to take it during the regular school day. Students and parents are notified of the exam dates and times. In the event that a student is absent during one of the exam days, the ENL teacher provides several make-up sessions for groups of students. If a student does not make it to any of those sessions, the ENL teacher provides a one-to-one make-up session.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
In August, when NYSESLAT scores are released, the ENL teacher comes to school to begin the process of formating the parent notification letters. Once school has begun in September, letter are sent to students who remain on our register.
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).

We see that many parents of our advanced, long-term ELLs selected bilingual or dual language when their child was in elementary school. Very few of them were placed in bilingual middle schools. In speaking with students and parents, the parents have not requested that their children be placed in a bilingual high school program. However, for our newly admitted ELLs, they almost always request either bilingual or dual language programs. We have requested help from DELLS to transition them to a program of their parents' choosing but have not yet met with success. At this time, we do not have enough students in any grade to permit us to open either a bilingual or dual-language program. We will continue to monitor parent choice and to advocate for our students' parents' request to be granted.

## 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.

Students in the Freestanding ENL program are grouped by proficiency level. During the 2014-15 school year, all students who were Beginning were placed together. Intermediate students were assessed for their skill level to see if they would benefit more from Freestanding ENL or Integrated ENL in the ELA classroom and were placed according to the needs of the student.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students at the Entering and Emerging levels are programmed for ENL rather than ELA, thus ensuring that they have at least 300 minutes of Stand Alone ENL. They also have one additional class, History if possible, that has Integrated ENL, providing an additional 300 minutes. Students at the Transitioning and Expanding levels have Integrated ENL, preferably in either the ELA or History classroom, which provides them with 300 minutes of ENL each week. Students at the Commanding level are often placed in classes with students from other skill levels and benefit from Integrated ENL that is already being provided to the class. As we see our students for 2015-16, we will assess their needs and determine if there is a different configuration that would allow a group to better improve their language skills. HLA instruction is not included as we do not currently have a bilingual or dual-language program.
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.

All classes are taught in English. Teachers in content areas use some translated materials or leveled reading materials to help students access the content. The students have access to translators and dictionaries. In addition, the ENL teacher, along with several other staff members, speak Spanish, which is the home language of all beginning and intermediate students, and translate key words to assist students. Teachers use images to create a context for the lessons. Sentence starters and writing prompts are used throughout the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

As we do not have a bilingual or dual language program here, we do not monitor progress in the home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Using the previous year's NYSESLAT results as a starting point, the ENL teacher assesses each student's level in each modality during the first weeks of school. Throughout the school year, she assesses students in a variety of ways, including presentations, writing assignments, listening activities and speaking tasks. She also works with content area teachers to integrate activities into their classes that will help target and strengthen these skills for ELLs, FELLs, and other students. The ENL teacher maintains a record of the different activities that students are able to accomplish throughout the year.
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

a. SIFE in high school are intellectually able to comprehend the assignments but have difficulty completing them because of the gaps in their education. Because the teaching staff has common planning time, we are able to identify specific skills that need reinforcement. As a part of the push-in service, the ENL teacher is able to work with small groups or individual students to rectify these gaps and provide further instruction/scaffolding to fill in the holds. SIFE are also referred to after school tutoring to further target and eliminate academic gaps. b. Newcomer ELLs are placed in two hours of ENL daily, one hour of free-standing ENL and one hour of integrated ENL. They take their content area classes together. During the ESL class, time is dedicated to working on content area vocabulary and tasks. Content area teachers offer tiered assignments to allow newcomer ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. They use dictionaries, translators, and bilingual materials. They are offered the option of taking mandated exams in English or in their native language. Each year they are given the NYSESLAT. c. Developing ELLs who have received service for four to six years are placed in daily, hour long ENL classes or in Integrated ENL classes, depending on their level. Because of the size of our school, they often take classes together. Content area teachers offer tiered assignments to allow ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. They use dictionaries, translators, and

Chart

bilingual materials. They are offered the option of taking mandated exams in English or in their native language. Each year they are given the NYSESLAT. d. Long-term ELLs take daily hour long ELA classes. Because of the size of our school, they often take classes together with other ELLs and have additional support through Integrated ENL. Content area teachers offer tiered assignments to allow ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. They use dictionaries, translators, and bilingual materials. They are offered the option of taking mandated exams in English or in their native language. Each year they are given the NYSESLAT. e. Former ELLs receive Integrated ENL services and, because of the small size of our school, often take classes with current ELLs. Therefore, they benefit from the strategies used for the ELL's across the content areas. Content area teachers offer tiered assignments to allow ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. When the ENL teacher does push-in for current ELL's she is also able to check in with the former ELLs. They use dictionaries, translators, and bilingual materials. They are offered the option of taking mandated exams in English or in their native language.

7. 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.  
 For students re-identified as ELL or non-ELL, the ENL teacher maintains these students on her caseload. She checks with both content area teachers and students to assess the progress students are making and determine which, if any, services should be offered to assist in language development.
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?  
 ELL-SWDs are placed in classes with both a SPED and content area teacher. They use visuals, graphic organizers, tiered texts, pair-shares, and bilingual material to allow for multiple entry levels.
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 Special Needs are serviced by both the ENL and SPED teachers. They receive coteaching with the SPED teacher and content area teachers based upon the needs outlined in their IEPs. Depending on the requirements of their IEP, they may be programmed for ENL. Regardless, all ELL-SWDs receive push-in ENL services in the content areas to support their learning.

### 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 DUALY 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.

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

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

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

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



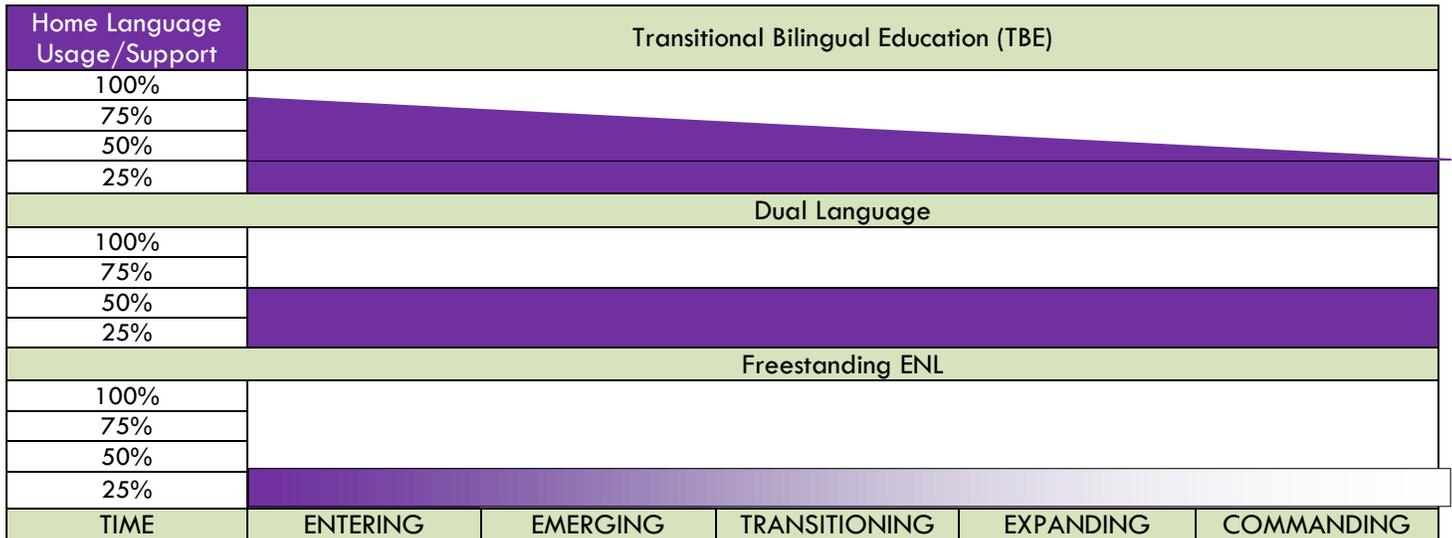
\*Note: “other approved services” does not apply to New York City at this time.

Chart

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. Currently, newcomer ELLs have class time dedicated to developing the content area vocabulary that will allow them to succeed in the content areas. In addition, the ESL teacher provides push-in support for ELLs and FELLs in accordance with the CR 154. Students can attend after school tutoring as well as a Title III program, focused on supporting the linguistic skills necessary for success in the History classroom.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
As we are revamping our program to meet the new needs of CR 154, and we do not yet have results for this year's NYSESLAT, it is difficult to evaluate the effectiveness of our current program.
12. What new programs or improvements will be considered for the upcoming school year?  
We are considering adding Wilson's Just Words programs for some of our students who are struggling readers. This group would be both ESL and non ESL students. In addition, we will be hiring a 2<sup>nd</sup> ENL teacher to provide further support to our ELLs and FELLs.
13. What programs/services for ELLs will be discontinued and why?  
At this time, there are no plans to discontinue any programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are invited to join all after school activities and programs. Activities (sports and clubs) are explained to students in the home language if necessary, as are the expectations for joining that activity. Supplemental programs such as Title III, Saturday school, and extra help are explained in the home language to the students and information about these programs is sent home to parents in their preferred language. Parents also receive phone calls regarding opportunities for this children.
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.  
All content area classes are taught in English. During staff wide common planning time, teachers are able to share strategies to assist all ELLs. Using our NYSESLAT data, we can see that our students need greater support in the areas of reading and writing. Across the school we are using Achieve 3000, which is available in English and Spanish, to build reading comprehension skills as well as learn content area material. We are also implementing the Collin Writing Program to provide structured writing development. All classrooms are equiped with a projector, document reader, and have access to either IPADs or laptops. This allows teachers to present materials in a variety of ways including traditional texts, tiered texts, videos, quizzes, and games.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Currently, the ENL teacher is also a Spanish speaker, who works with students and teachers to help transition students between the two languages. All students who speak other languages are at the Expanding or Commanding levels. There is no formal home language program at this time.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services support and resources correspond to ELL's ages and grade level. Everything is tailored to the challenges facing incoming Freshmen as they transition from middle school to high school or Sophomores and Juniors as they continue to accumulate credits and take Regents.
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 freshmen are offered the opportunity to attend a Summer Bridge program. Information regarding this program is mailed to parents and phone calls are made in the parent's preferred language. During Orientation, our CBO, Eastside House, works with groups of students to help them meet other students and prepare for high school. One group is offered by Eastside's bilingual counselor, Ms. Vargas. In addition, all freshmen and students who enter the school throughout the school year are assigned a counselor through Eastside House. Ms. Vargas works with all ELLs. She also works with students weekly during their Advisory period.
19. What language electives are offered to ELLs?  
All students take American Sign Language as their foreign language.
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)?

N/A

## 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.)  
The professional development plan for ELL personnel is based upon the needs of the students. DELLS routinely offers training as do other groups associated with the DOE. When an area of challenge becomes apparent, the ENL teacher looks for opportunities to grow either through formal PD, online webinars, or through reading research and case studies.
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?  
In the past two years, ELL teachers have attended PD from QTEL, DELLS, CFN 107, the Department of Innovative Professional Development, Fordham University, and Language Access Coordinators. School wide, we have used the Collins Writing Program to help all students. We are currently reading Leaders of their Own Learning as the keystone text that guides how we think about teaching students with various needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
All students, including ELLs are invited to New Student Orientation during the summer, as well as Summer Bridge. All freshmen are assigned an advisor to help them transition to high school. ELLs who enroll throughout the year, regardless of their grade level, will also be assigned an advisor to help them transition.
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.  
The ENL teacher routinely goes to professional development during the school. Upon return, she uses the teachers' professional development time to turnkey these strategies to other teachers. For each professional development she attends, she has an agenda and usually other materials. These are used when providing turnkey PD to other staff members and are maintained with the agendas and attendance for each meeting.

### 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?

Annual Individualized meetings with parents of ELLs are held throughout the year during Parent Contact time. If the parents need to meet at a different time, meetings are set up during the school day. Most of the parents speak Spanish, which the ENL teacher speaks as well. Whenever possible, on staff interpretation is used for other languages. In the event that a parent needs interpretation, we use the Interpretation hotline. Many parents come in several times during the year to meet with the ENL teacher regarding their child's language acquisition, strategies and activities to try at home, as well as their overall academic progress.

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.

Records for annual individual meetings with ELL parents are maintained by the ENL teachers. She notifies staff members by e-mail. that a student's parents will be coming in and requests information from all content area teachers. After the meeting, the results are documented in Skedula as an anecdotal, which becomes part of the student's record. The ENL teacher also creates anecdotal for parent contact via phone. She sends monthly newsletters advising parents of the upcoming month's academic goals, special days, and other relevant information.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school has an open door policy. Parents are invited to visit at any time. They can reach teachers and staff via phone as well. All student grades are provided to parents via Engrade.pro. The PTA is open to parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have a partnership with Eastside House, which provides many social services to students and their families. This partnership began as a result of the conversations we had with parents and that we continue to have with both parents and students. As this partnership develops, we will be holding workshops for parents.
5. How do you evaluate the needs of the parents?  
As our parents come to the school to register their children, attend parent-teacher conferences, take part in the Parent Association or visit to address an area of concern, they are able to meet with advisors from Eastside House, our staff social worker, teachers, or administration to share their needs.
6. How do your parental involvement activities address the needs of the parents?  
Based on conversations that we had with parents, we entered into a partnership with Eastside House to provide families with additional social services to address the concerns they had. As we move forward, we will continue these conversations and respond to the emerging needs of our parents.

### 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:

<b>School Name: <u>School of Tourism and Hospital</u></b>		<b>School DBN: <u>8x559</u></b>	
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)
Brian Condon	Principal		1/1/01
Blayne Gelbman	Assistant Principal		1/1/01
Abigail Grafals	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
Thomas Lindsay	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Meryem Ibrahim	School Counselor		1/1/01
Carron Staple	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Risa Whipple	Other <u>Eastside House</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 8x559**      **School Name: School for Tourism and Hospitality**  
**Superintendent: Carron Staple**

**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.

Each year we ask parents to complete emergency cards, which request the parents' preferred written and spoken language. When students are enrolled, either as freshmen or new admits, we work directly with parents to determine their preference.

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.

English, Spanish

**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.)

Skedula account information-start of the school year/as needed, Parent-Teacher Conferences-throughout year, PA and SLT meetings-monthly, after school program information-prior to start of program, testing dates-January, April, June, and August, Teacher letters-monthly

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.

Parent-Teacher conferences-throughout year, PA and SLT meetings-monthly, orientation-summer/early fall of freshman year, student performances-throughout year, attendance teacher, guidance, social worker, or CBO phone calls-as needed.

### **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.

Spanish language translation is done in house by bilingual staff. Other languages must be done by the Translation and Interpretation Unit.

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.

Spanish language interpretation is done by bilingual staff. If we had need of Haitian Creole, Bangla, or Irish, we would also use in house bilingual staff. Other languages are interpreted by the translation and interpretation unit.

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

---

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.)

During school-wide professional development, all staff will be provided the necessary resources to use translation services and over-the-phone interpretation service.

## **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

The Language ID Guide is currently at the security desk and in both secretaries offices. The Welcome Poster is located at the entrance to our school. The Parents' Bill of Rights is distributed when students are admitted either as freshmen or as new admits as is the Parents' Guide to Language Access.

## **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)

The ENL teacher and Parent Coordinator regularly communicate with parents about their needs and wishes for their children. They are surveyed annually.