2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 17K408
School Name: ACADEMY OF HOSPITALITY AND TOURISM
Principal: SHIRLEY MILLER
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Academy of Hospitality and Tourism</th>
<th>School Number (DBN):</th>
<th>17K408</th>
</tr>
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<tbody>
<tr>
<td>BEDS Code:</td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>Grades Served:</td>
<td></td>
<td></td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
<td></td>
<td>911 Flatbush Avenue, Brooklyn, NY 11226</td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
<td></td>
<td>(718) 564-2580</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
<td></td>
<td>(718) 564-2581</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Dr. Shirley Miller</td>
<td>Email Address:</td>
<td><a href="mailto:smiller18@schools.nyc.gov">smiller18@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Dr. Shirley Miller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Jack Shvarts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Benawyn Francis</td>
<td></td>
<td></td>
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<tr>
<td>SLT Chairperson:</td>
<td>Beverly Gregory</td>
<td></td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Debbie Ann Ederidge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Tymar Francis</td>
<td>Christal Whyte</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Alana Miller</td>
<td></td>
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</tr>
</tbody>
</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>Affinity</th>
<th>Superintendent:</th>
<th>Fred Walsh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>337 7th Avenue, NY, NY 10001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:FWalsh@schools.nyc.gov">FWalsh@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(212) 356-3739</td>
<td>Fax:</td>
<td>(212) 356-7514</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)
Brooklyn South Field Support Center

FSC: ___________________________ Executive Director: ___________________________

Executive Director’s Office Address: 415 89th Street, Brooklyn, NY 11209

Executive Director’s Email Address: CWatson21@schools.nyc.gov

Executive Director’s Email Address: (718) 759-4862

Phone Number: ___________________________ 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Shirley Miller</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jack Shvarts</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Benawyn Francis</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Carol Petrone</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Debbie Lewis</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Tymar Francis</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Christal Whyte</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable/</td>
<td></td>
</tr>
<tr>
<td>Beverley Gregory</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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</tr>
<tr>
<td>Benawyn Francis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Christopher Whyte</td>
<td>Member/ Parent</td>
<td></td>
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<td>Member/ Teacher</td>
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</table>
The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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.

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

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. **What is your school’s mission statement?**

#### Vision

AOHT believes that by building student self-efficacy and instilling its core values of Academic Integrity, Optimally Roundedness, High Expectations, and Tenacity, each student will grow socially, emotionally, academically, and thrive as a lifelong learner and valuable member of society.
Mission

AOHT, in collaboration with Affinity and CUNY Support Networks, as well as post-secondary, community and industry partners will ensure equity for each student by:

- Inculcating self-efficacy and essential habits of methods of thought
- Utilizing partnerships to maximize support, exposure and relevant experiences
- Providing rigorous academic instruction in a socially inclusive and nurturing environment
- Exposure to college level courses, and exams ensuring college readiness

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Academy of Hospitality and Tourism (AOHT) is a NYC public high school nestled in the culturally eclectic Flatbush region of Brooklyn. AOHT is one of five schools on the Erasmus Hall Campus. In 2006, AOHT was founded in collaboration with National Academic Foundation (NAF) and CCAP (Careers in Culinary and Arts Program). The school provides a rigorous Career and Technical Education (CTE) program with a focus on culinary arts, business, and the hospitality industry. With our high quality instruction, mentoring and job shadowing programs, paid internships, international exchanges, and highly personalized support structure, students will graduate with the skills and knowledge necessary to succeed in college, the workplace and the world beyond. We believe by providing skills, experience and exposure to professionals in the field will make our students highly marketable in one of the nation’s fastest growing industries. In addition to the state diploma requirements, students are expected to complete industry certified courses and NOTCIE exams as well as college level Advance Placement courses.

AOHT provides students with the academic, social, and professional skills necessary for global economic leadership. We accomplish this through the study of business theory and foundations complimented by the observation, practice, and application of business skills in the hospitality and tourism professions. In providing our students with learning experiences that connect the classroom to authentic work experiences, mentoring and job shadowing programs, paid internships, international exchanges, and a highly personalized support structure, we ensure that AOHT students graduate with the skills and knowledge necessary to succeed in college and careers in the Hospitality and Tourism industries.

Our Core Values:
A - Academic Integrity
O - Optimally Rounded
H - High Expectations
T - Tenacity

Our Theory of Action is self-efficacy fueled by an internal locus of control.

Based on data from our High School Quality Snapshot as of June 2018, there are 196 students enrolled at AOHT from grade 9-12. The school’s population is comprised of 77.6% Black, 10.38% Hispanic, 4.3% White, 2.7% Native American, and 4.9% Asian. Boys account for 43.72% of student’s enrollment and girls 56.28%.

Academic Opportunities:
Students have the opportunity to earn a CTE endorsed diploma, college credits through Advanced Placement and College Now courses, up to three NOCTI Industry Certifications, New York City Food Handlers Certificate, National Serve Safe Certification, and Microsoft Office Specialist Certification.
Extracurricular Activities:
Culinary Arts, State Champion Olympic Archery Team, Explorers, Junior Achievement, Toast Masters, Drama, Dance, Fashion, Music, Chorus, SOCA, Art, Sewing, Swim, Ping Pong, Food Club, National Honor Society, Student Government, Computer, Chess, Yearbook, Basketball
PSAL Sports Girls: Basketball, Cross-country, Double-Dutch, Flag Football, Indoor Track, Outdoor Track, Softball, Tennis, and Volleyball.

3. Describe any special student populations and what their specific needs are.

The student body includes 25% English language learners (ELLs) and 24% students with disabilities (SWDs). A majority of our ELL students are beginners and need additional language acquisition support. SWDs range in areas of need and additional support services. AOHT has SWDs that are learning disabled, limited mobility and one hearing impaired. Teachers are well versed in student IEPs and their specific needs. We have two Special Education Teachers and one ENL teacher, who provide push in support, specifically to scaffold instruction to meet the needs of our diverse population of learners.

4. Identify 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 year 2017-2018 saw many improvements resulting in an improvement in rigorous instruction, family community ties and effective leadership as evidenced by the 2017-2018 parent and student survey. We did surface the needs for improvement in school environment. School graduation rate increased from 53% in 2016-2017 to 88% in 2017-2018.
## School Demographics and Accountability Snapshot for 17K408

### School Configuration (2018-19)
- **Grade Configuration:** 09,10,11,12
- **Total Enrollment (2017-18):** 208
- **SIG Recipient (Y/N):** No
- **English Language Learner Programs (2018-19):** N/A
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A
- **Special Education Programs/Number of Students (2015-16):**
  - # Special Classes (ELA): 5
  - # SETSS (ELA): 6
  - # Integrated Collaborative Teaching (ELA): 24
  - # Special Classes (Math): 4
  - # SETSS (Math): 5
  - # Integrated Collaborative Teaching (Math): 45
- **# Visual Arts:** 11
- **# Music:** 10
- **# Foreign Language:** 11
- **# Dance:** N/A

### School Composition (2017-18)
- % Title I Population: 86.0%
- % Attendance Rate: 82.2%
- % Free Lunch: 88.1%
- % Limited English Proficient: 21.6%
- % Students with Disabilities: 22.1%
- % Racial/Ethnic Origin
  - American Indian or Alaska Native: 1.0%
  - Hispanic or Latino: 13.5%
  - White: 5.8%
  - Black or African American: 78.4%
  - Asian or Native Hawaiian/Pacific Islander: 1.4%
  - Multi-Racial: 1.0%
- Years Principal Assigned to School (2018-19): 2.57
- # of Assistant Principals (2016-17): 2
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 12%
- Student Performance for Elementary and Middle Schools (2017-18)
  - 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
  - ELA Performance at levels 3 & 4 (2016-17): N/A
  - Mathematics Performance at levels 3 & 4 (2016-17): N/A
  - 4 Year Graduation Rate: 50.9%
  - 6 Year Graduation Rate (2011 Cohort): 76.9%
  - Regents Diploma w/ Advanced Designation: 0.0%
  - % ELA/Math Aspirational Performance Measures (2015-16): 6%
- Overall NYSED Accountability Status (2018-19)
  - Reward: No Recognition
  - In Good Standing: Yes
  - Focus District: Yes
  - Priority School: No

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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According to Advance SY 2017-2018 and the Quality Review Feedback, it was noted that a quarter of the teachers were rated developing in Domain 3B rigorous instruction. Quality Review shows that the majority of the teachers are in the realm of developing in their execution of pedagogical skills. Our strength lies in working collaboratively to develop a schedule that provides professional development as well as professional time to support teacher growth and student achievement. The goal is to develop rigorous curriculum in each discipline with ongoing feedback and targeted professional development.

Part 2 – Annual Goal

<table>
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<tr>
<th>Indicate your school’s 2018-19 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.</th>
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<tbody>
<tr>
<td>By June 2019, we will effectively increase the level of rigorous instruction across classes, as evidenced by an increase of 5% in the average number of students demonstrating college readiness in Regents exams from 19% to 24%.</td>
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</table>
### Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Team meetings structured to include analysis of AOHT’s curricula, current level(s) of rigor and CCLS alignment</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Lead teacher, teachers</td>
</tr>
<tr>
<td>Elevate Study Skills Program to equip teachers with integrated metacognitive strategies to improve student AP and college ready scores</td>
<td>All Teachers</td>
<td>November 26-30</td>
<td>All teachers</td>
</tr>
<tr>
<td>Professional Learning Community, deep dive into action research, Embedded Formative Assessment by Dylan William inter-visitations, and live coaching sessions</td>
<td>All Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New teacher induction program aimed at supporting neophytes to improve their pedagogical and classroom management skills.</td>
<td>All Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDL will be embedded into the curriculum and school wide lesson plan template which provides access for all, by creating multiple entry points and scaffolds based on individual student needs</td>
<td>All Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration, Affinity, CUNY and Industry Partners will support staff will provide support on a group and individual basis.</td>
<td>All Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Foundation of Education course taught by Dr. Miller each semester</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>AP For All - English Composition and Literature</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
</tr>
<tr>
<td>Lessons in Navigating College Transitions (LINCT) The program goal is for students to enter college without needing remedial classes for Juniors and Seniors</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
</tr>
<tr>
<td>CUNY Tutor Corps provides additional help in Algebra 1 and Geometry</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
</tr>
<tr>
<td>Individualized professional development plan for each teacher to outline the identified component, goal and action plan</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
</tr>
<tr>
<td>Plethora of Professional Development:</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
</tr>
<tr>
<td>AOHT Professional Development aligned with school focus which encompasses instruction</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
</tr>
<tr>
<td>Whole School</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
</tr>
<tr>
<td>Six Models for Collaborative Team Teaching – CUNY Gayla Thompson</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
</tr>
<tr>
<td>Content Area Access for ELLs Through the Framework of Culturally Response Teaching – Affinity Johanna Marte three part series first Monday of October, November, December</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
</tr>
<tr>
<td>Individualized</td>
<td>All Teachers</td>
<td>September-June</td>
<td>Administrative cabinet</td>
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Plethora of Professional Development to develop rigor:
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<tr>
<th>MPPR - Chancellor</th>
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<tr>
<td>Miller Principal</td>
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<tr>
<td>AP Collaborative – CUNY</td>
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<td>Fitzgibbon AP</td>
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<td>Instructional Leadership – CUNY</td>
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<tr>
<td>Gregory, Fuller</td>
<td></td>
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<tr>
<td>TDAC Advance Training For New Teachers - Melissa Mejias</td>
<td></td>
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<tr>
<td>Koti, Reid, Campbell, Pacquin</td>
<td></td>
</tr>
<tr>
<td>C088 Connect Access for All: Frameworks and Scaffolds that Support ELLs, SWDs, and other Historically Under served Students – Affinity</td>
<td></td>
</tr>
<tr>
<td>Pacquing ENL, Atwill ELA, Primus SS</td>
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<tr>
<td>C098 - LANGUAGE ACCESS COORDINATOR TRAINING</td>
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<tr>
<td>Pacquing ENL - Affinity</td>
<td></td>
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<tr>
<td>C014 Collaborative Teaching Partnerships II: Humanities</td>
<td></td>
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<tr>
<td>Primus, Kiladitis SS – Affinity</td>
<td></td>
</tr>
<tr>
<td>C094 - PLANNING YOUR ADVENTURE WITH THE 9-10 GLOBAL PASSPORT: YEAR LONG WORKING COMMUNITY – Affinity</td>
<td></td>
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<tr>
<td>Primus, Kiladitis SS</td>
<td></td>
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<tr>
<td>Geometry - Problem-solving, Exam Analysis, Habits of Thinking, Classroom Strategies</td>
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<tr>
<td>Koti Math</td>
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<td>CUNY SPED Liaison Training</td>
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<td>Campbell, Shvarts Sped</td>
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<tr>
<td>New Teacher Induction</td>
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<td>Koti, Campbell</td>
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<tr>
<td>AP For All</td>
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<tr>
<td>Gregory, Atwill, Fuller</td>
<td></td>
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<tr>
<td>RJ Coordinator Training</td>
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<tr>
<td>Fuller – Dream, OSYD</td>
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</tbody>
</table>

A more intense formative assessment approach aligned with the CCLS will be employed, including more frequent observations of staff with immediate feedback. Summative assessments aligned with the CCLS will be administered every six weeks across all grade levels and content areas.

<table>
<thead>
<tr>
<th></th>
<th>Teachers and students</th>
<th>September-June 2017</th>
<th>Administrative cabinet members, Teacher led PLCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will receive updates daily through Remind text, Pupilpath. Parent student cooking class has been created to improve family involvement and foster a positive school culture.

ELL Workshop
Adult and child cooking class

Family Day - Community building

Domestic Violence Workshop

Immigration Workshop

Financial Aid Workshop

Use of translators

ELL Language class through Adult Education

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**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.

Targeted Academic intervention Services have been programmed to provide two cycles 10 week cycles of classes. This will allow students to earn double the amount of credits, in zero period and PM school, as well as double the amount of prep time for exams. Per session has been scheduled to cover the additional time.

Principal, Dr. Shirley Miller will teach a college level philosophy course

Elevate AP for All

Free SAT prep class, built into the school day will be offered to 11th graders

Instructional Literary Resources- Dufour and Dufour; Mark Holt

Human Resources- Lead Teacher

Schedule adjustment- Common Planning (Period 4)

Danielson's Implementation Workbook

Other books to be identified

aohterasmus.org website

Advance Materials

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td></td>
<td>X</td>
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<tr>
<td>C4E</td>
<td>X</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>
## Part 5 – Progress Monitoring

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

By February 2019, students enrolled in AIS courses will lead to an increase by 5% in the number of students earning 5 or more credits in the fall term. Based on January Regents results students earning college ready scores will increase by 4% from 19% to 23%.

### Part 5b.
Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The following will be used as an instrument of measure: Danielson’s Framework; Skedula; DOK tool, Regents scores, Progress to graduation tool.

### Part 5c.
In **February 2019**, 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

<table>
<thead>
<tr>
<th>N°</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2</td>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3</td>
<td>What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>Based on RYIS report in ATS, the number of students who have 90% attendance or higher improved by 5% from 58.1% to 63.5% in the 2017-2018 school year. ATS data will continue to be used to monitor attendance, with a goal of continuing this upward trend for the 2018-2019 school year.</td>
</tr>
</tbody>
</table>

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 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, 2019, the school culture and learning environment will more effectively support the academic and personal growth of students, as evidenced by a 4% increase in the rate of students who have 90% attendance or higher, from 63.5% to 67.5%.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- 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). |

<table>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>September 2017 - June 2018</td>
<td>COSA, RJ Coordinator, College Advisor, Post-Secondary Partners, Industry Partners, CIS</td>
</tr>
</tbody>
</table>

Office Hours - teachers will support student personal and academic growth through small group instruction, 4 times weekly during students lunch period

Our Student Government, with representatives from all grade levels, will get students involved in the decision-making process and offer students an opportunity to air their grouses.

Community Meetings will be held by grade level once per month. Students will conduct a transcript self-assessment, once monthly and get a better overview of their grades through kwikinfo and progress reports. We will also, reinforce our core beliefs including self-efficacy and Core Values.

Analysis of student transcripts, credit accumulation data, and scholarship reports to create an Academic Intervention Services (AIS) program that will optimize resources, target highest areas of need, and maximize the amount of support students receive and credits they can earn during PM and AM school.

Through our Career and Technical-Education programs students are supported in developing Individualized Career Plans (ICP), and build their resume writing and interview skills

Pace University Liberty Partnership Program (LPP) - Homework assistance, Tutoring, Service Learning, Internships, SAT Prep, College and Career Planning, Mentoring will continue to create a college bound atmosphere
Curriculum maps for Term 1 courses will have been edited/improved as a result of the Teacher Teams’ work, evidencing strengthened academic rigor, and a focus on scholarly writing.

House attendance competition to raise average attendance

Careers through Culinary Arts CCAP competitions to build self-esteem and skill sets

St. Joseph’s College Hospichallenge collegial as all students compete as a team

Restorative Circles facilitated by RJ Coordinator and DREAM, the entire AOHT staff has been trained and are level I certified providing strategies and skills to create a safe and supportive environment

Cohort of peer mentors trained, through DREAM

Art therapy and small and group counseling services provided by Counseling In Schools (CIS)

Academic Intervention Services (AIS) designed to increase credit accumulation and Regents scores

Cuny Tutor Corps lanague access person for instruction

Lessons in Navigating College Transitions (LINCT) The program goal is for students to enter college without needing remedial classes
Peer Health Exchange provides a series of instruction with college aged students who are closer in age to students and more relatable.

Junior Reserve Officer Training Corps JROTC LEadership Program through the United States Army

LGBTQ equity and inclusion for all

Gay and Straight Alliance equity and inclusion for all

The House System is based on a reward system that recognize students' attendance, efforts and parent involvement. It helps to build collaboration, character building skills, and team spirit across grade levels. Through the various inter-house competitions the AOHT core values will be reinforced and, students will learn how to resolve differences and foster fair-play

Parent Coordinator will use creative forms of outreach, such as the Remind App to keep parents informed. In addition, meetings around the topics of Citizenship, Immigration, Health care, Culinary Club, Counseling, Computer Tech, ESL to strengthen relationships

Parents are updated daily of school activities and events, as well as their child's personal and academic growth, via Remind, Skedula, and Google Classroom

Community service gives students a more global perspective, and help them acquire service credits which will help them to get a "service-endorsed" diploma

<table>
<thead>
<tr>
<th>All students</th>
<th>October 2017 - June 2018</th>
<th>Teacher advisors, House captains, Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>October 2017 - June 2018</td>
<td>Guidance counselor, principals, AP</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parent led workshops and demonstrations - Facilitated by Parent Coordinator and PA President

Community building centered on parents - All staff

Restorative Circles for parents - RJ Coordinator and CBO Counseling in schools, funding source SSOPE

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.

PBIS (Positive Behavior Intervention and Support)

Skedula to record infractions for which peer mediation can assist – directed to faculty adviser for student judicial group

Possible per session for faculty family outreach

SSOPE Grant was secured and increased for the 2018-2019 school year

Increased per session for student recreation and for additional extra curricular activities

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title III, Part A</th>
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<tbody>
<tr>
<td>X</td>
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<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 69% of students will have over 90% attendance

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

ATS Report RYIS

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The 2018-2019 opening day teacher team self assessment, teachers are engaged in structured inquiry-based professional collaborations and there are chances for staff to have involvement in distributive leadership, however, the establishment of teacher team leaders was an area of which needed improvement. In addition, based on information from Advance, teacher conversation, and data taken from IEPs, there is a need for improved collaboration between ICT, ELL, and content area teachers in regards to planning.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, effective teacher collaboration will lead to improved student achievement, as evidenced by a 5% increase in the total number of students accumulating 10 or more credits, from 81% to 86%.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher teams and team leaders</td>
<td>September 2018 – June 2019</td>
<td>Teacher team leaders, AP, Principal</td>
</tr>
</tbody>
</table>

**Affinity Supports Johanna Marte and Jamie Baez have designed and will deliver a whole school three part professional development series on effective ICT teaching strategies and scaffolds for ELLs and SWDs, the first Monday of October, November, and December**

**Monthly Community meetings will include students transcript self assessment**

**Practice of distributive leadership to build staff capacity and increase buy in from all stakeholders**

**PLC - Embedded Formative Assessment by Dylan William book study**

**Elevate promotes professional development to staff, study skills and Advance placement**

**Cohort Reviews, IEP accommodations, RLAT scores will be reviewed by cabinet and shared with staff to plan lessons and modify curriculum to meet student needs. Teachers will also**
have access to Pupilpath, Sharepoint, Kwikinfo, and Google Classroom

CUNY support Gayla Thompson will assist in low stakes soft observation and feedback cycles for new and struggling teachers. Inter-visitations will planned based on teacher needs.

ELL and SIFE students will be provided with additional academic support through AM and PM school classes

ipads and ELL software will be utilized as an additional resource

Teachers and students also have access to technology - Computer Lab, Chromebook Cart, iPad cart

CUNY Tutor Corps and Lessons in Navigating College Transitions (LINCT) provide college readiness opportunities

Align assessments to curricula, use on-going assessments, and grading practices, and analyze information on students learning outcomes to adjust instructional decisions at the team and classroom level.

The House System is on a team and community building reward system that recognize students’ attendance, efforts and parent involvement. It helps to build collaboration, character building skills, and team spirit across grade levels. Through the various inter-house competitions the AOHT core values will be reinforced and, students will learn how to resolve differences and foster fair-play.

Administration will provide professional learning opportunities and support based on effective ways in which general education and special education teachers plan, share lesson plans, materials, and collaborate in ways to implement UDL elements, and utilizing data from IEPs and various assessments in order to strategically drive instruction. In addition, special education teachers will meet with administration one-on-one or within small groups to get additional support needed in order to meet the various needs of our students. The aforementioned strategies listed will be introduced to parents in the Fall of 2016 on curriculum night, parent-teacher conferences throughout the year, SLT meetings, and during IEP meetings. Project team
(implementation of literacy and grammar strategies to support writing in classes and exams)

Principal Miller and Assistant Principal Fitzgibbon will implement cycle of observations in alignment with the Superintendent’s vision

CUNY support Gayla Thompson will assist in low stakes soft observation and feedback cycles for new and struggling teachers. Inter-visitations will planned based on teacher needs.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Saturday parent and student ELL class

A variety of Workshops

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.

Skedual Data Driven Classroom

per-session (Team meetings, data-analysis team)

Per Diem to cover teacher on Professional Development

Professional learning Opportunities

Instructional support

Applied for ELL College and Career Readiness Grant

SSOPE Grant Increase

Per Session for workshops, after school, and Saturday programs
**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
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</table>

**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.

Progress will be monitored through analysis of student performance on the six week cycle of assessment. Assessments will be uploaded into DDC which will provide teachers with an item analysis in order to identify areas of need and drive instruction. In addition to regular feedback provided to teachers during monthly meetings, the midyear check-in will take place during February 2019 and will see over 85% growth in student performance.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Six week assessment cycle, Marking Period Grades, Teacher support form, monthly meeting logs, and Danielson's Framework.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2.</td>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

The 2016-2017 and 2017-2018 PPOs and Quality review also highlight weaknesses in the area of alignment of assessment to the curricula and using the information from ongoing assessment to inform future instruction.

AOHT’s administration reviewed and analyzed data from teacher observations from the previous school year and identify gaps between teachers’ observations and student outcomes. Based on the review and in collaboration with the Instructional Leadership Team; Administration will determined a school-wide instructional focus for the year.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, schools leader will build teachers’ capacity to use assessment in instruction, as evidenced by a 5% increase in teachers’ performance in Danielson Framework for Teaching Component 3D (Using Assessment In Instruction), from 63% to 68%.</td>
<td></td>
</tr>
</tbody>
</table>

By June 2019, schools leader will build teachers’ capacity to use assessment in instruction, as evidenced by a 5% increase in teachers’ performance in Danielson Framework for Teaching Component 3D (Using Assessment In Instruction), from 63% to 68%.
## Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September – June</td>
<td>Lead Teachers, PD Committee, AP, Principal</td>
</tr>
</tbody>
</table>

### School-Wide Instructional Focus:

Utilize Formative Assessment, targeted instruction, and task analysis to improve students’ ability to produce various modes of scholarly writing. Targets each department to take a pivotal instructional role in their practice hence building capacity.

UDL strategies will be a focus of professional development and teachers will embed these strategies into the curriculum, unit plans, and lesson plans.

Teacher Team will plan implement live coaching sessions highlighting best practices and providing opportunities for low stakes feedback.

AOHT Professional Development:

- **Whole School**

  - Six Models for Collaborative Team Teaching – CUNY Gayla Thompson

  - Content Area Access for ELLs Through the Framework of Culturally Responsive Teaching – Affinity Johanna Marte three part series
Practice of distributive leadership to build staff capacity and increase buy in from all stake holders - Reference Distributive leadership roles at AOHT chart

Individualized to continue to build capacity

MPPR - Chancellor’s
Miller Principal

AP Collaborative – CUNY
Fitzgibbon AP

Instructional Leadership – CUNY
Gregory, Fuller

TDAC Advance Training For New Teachers - Melissa Mejias
Koti, Reid, Campbell, Pacquing

C088 Connect Access for All: Frameworks and Scaffolds that Support ELLs, SWDs, and other Historically Underserved Students – Affinity
Pacquing ENL, Atwill ELA, Primus SS

C098 - LANGUAGE ACCESS COORDINATOR TRAINING
Pacquing ENL - Affinity

C014 Collaborative Teaching Partnerships II: Humanities
<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C094 - PLANNING YOUR ADVENTURE WITH THE 9-10 GLOBAL PASSPORT: YEAR LONG WORKING COMMUNITY</td>
<td>Affinity – Primus, Kiladitis SS</td>
</tr>
<tr>
<td>Geometry - Problem-solving, Exam Analysis, Habits of Thinking, Classroom Strategies</td>
<td>Koti Math</td>
</tr>
<tr>
<td>CUNY SPED Liason Training</td>
<td>Campbell, Shvarts Sped</td>
</tr>
<tr>
<td>New Teacher Induction</td>
<td>Koti, Campbell</td>
</tr>
<tr>
<td>AP For All</td>
<td>Gregory, Atwill, Fuller</td>
</tr>
<tr>
<td>RJ Coordinator Training</td>
<td>Fuller – Dream, OSYD</td>
</tr>
</tbody>
</table>
Through frequent cycles of observations, AOHT administrators will determine the effectiveness of individual teachers’ professional development plan and make adjustments accordingly.

AOHT will work closely with the CUNY School Support Organization to ensure school personnel at all levels have access and opportunities to participate in professional development.

CUNY Support will conduct staff development workshops that encompass component 3B.

AOHT will collaborate with other schools (STAR) on the campus and in the CUNY network to exchange best practices.

Administrative staff will attend Professional Development seminars geared towards our high-needs student subgroups with respect to Instructional Expectations and shifts and turnkey information to school pedagogues and support staff.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Leadership provides parents with examples of student assessment and will explain how to teacher feedback can assist with improvement of student outcomes.

### 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.

- Teacher performance data, i.e. scholarship reports and student assessment results
- Teacher Observation Reports
- School Quality Guide Report
- Coverage Money for Inter-visitations
- Substitute Funds for Cover Teachers for PD
- Additional funds set aside for paras and support of ELLs and SWDs

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, AOHT’s administration will see a 70% of teachers scoring effective and highly effective in domain 3C through Advance rating analysis.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- Review of teachers averaged Advance ratings in 3C

Part 5c. In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

| The School Environment Survey for 2017-2018 show that a significant percent of parents feel that they lack the support of their child’s school as it relates to communication, warm reception, and opportunities to engage in school events. |

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

| By June 2018, we will deepen our home-school partnership, as evidenced by a 5% increase in family participation in educational planning meetings and conferences, from 74% to 79%. |

---

2018-19 CEP
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Election of Parent Association officers and SLT representatives</th>
<th>All Parents</th>
<th>October</th>
<th>AP, Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent led functions such as game night, cook-offs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>House point reward system for parent/guardian attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily updates through Remind Texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job and Volunteer Opportunities for parents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AOHT website and skedula training sessions with parents on how to track and monitor student progress and performance in all subjects.</th>
<th>All Parents</th>
<th>September – June</th>
<th>Teachers, Advisors, AP, Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>open door policy promoted and encouraged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of an online grading platform (Skedula) which allows parents to access real time grades and assessments and respond accordingly through an embedded teacher email connection.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online phone messenger system distributing pertinent information to parents via telephone or text. The system also allows for messages to be translated into several different languages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September – June</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Club Advisors, Teachers, AP, Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creation of parent activities (basic computer training, table-talk: meeting parents over dinner, and culinary classes), including series of workshops for parents, alumni and alumni parents to increase community connection to school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Parents, Alumni, Alumni Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November – April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Teacher, Student Assistant Teacher, Parents, AP, Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

<table>
<thead>
<tr>
<th>Snyder Community Garden</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York Restoration Project</td>
</tr>
<tr>
<td>Counseling In Schools</td>
</tr>
<tr>
<td>CCAP</td>
</tr>
<tr>
<td>NAF</td>
</tr>
<tr>
<td>Dream</td>
</tr>
<tr>
<td>Pace University</td>
</tr>
</tbody>
</table>

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.

- Per session for event staff
- Computer Lab
- Licensing for Microsoft Course
- Sports Equipment
- Weekend permits

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, PCAR records will show a parent attendance rate of 24%

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Parents' signing log and evaluation sheet at various functions

PCAR

House System

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Data informing classroom instructor and/or guidance counselor for need</td>
<td>Tutoring, on-line learning, after school courses</td>
<td>Small group and online one-to-one</td>
<td>Before, after and during school day, weekend</td>
</tr>
<tr>
<td></td>
<td>Beginning English Language Learners receive triple periods of instruction in English. Teachers collaborate to ensure that instruction in the ELL classes supports content area classes. Instruction focuses on enhancing literacy, incorporating writing activities, and building speaking and listening skills. There will be after-school Regents preparation tutorials for immigrant students who have been in the US for less than three years. Students receive back to back double period literacy instruction in a collaborative teaching setting. Two teachers, one special education and one general education, share the classes and</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**2018-19 CEP**
are able to provide greater intensive instruction. This is conducted during the school day. Teachers provide tutoring for students through their Circular 6 Collaborative Team Teaching Tutoring – one-to-one and small group during the school day 2016-17

Reciprocal Peer Tutoring and Study Groups

Socratic Seminars

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Data informing classroom instructor and/or guidance counselor for need</th>
<th>Tutoring, on-line learning, after school courses</th>
<th>Small group and online one-to-one</th>
<th>Before, after and during school day, weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1 math students are taught in a collaborative setting by special education math and general education teachers. Teachers provide tutoring for students through their Circular 6 assignments daily. After school tutoring for subjects and Regents Preparation is also offered.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IXL, DELTAMATH, CASTLELEARNING
<table>
<thead>
<tr>
<th>Science</th>
<th>Data informing classroom instructor and/or guidance counselor for need</th>
<th>Tutoring, on-line learning, after school courses</th>
<th>Small group and online one-to-one</th>
<th>Before, after and during school day, weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Data informing classroom instructor and/or guidance counselor for need</td>
<td>Tutoring, on-line learning, after school courses</td>
<td>Small group and online one-to-one</td>
<td>Before, after and during school day, weekend</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Disciplinary record, social emotional growth, referral by advisors, parents, teachers and guidance counselors</td>
<td>Counseling, placement assistance</td>
<td>Small group and online one-to-one</td>
<td>Before, after and during school day, weekend</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](mailto:sthliaison@example.com).

| Not Applicable |  |
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

AOHT will will retain teachers by providing a supportive environment, adequate resources and ample professional development. Teachers will also be given multiple leadership opportunities and the freedom to be creative in their lesson planning.

In order to recruit HQT the AOHT Recruitment Team attend various fairs, require portfolio, and demo lessons. Additionally, we examine many ATR teachers' profiles.

Instructional coaching sessions

Weekly in-house professional development

Accommodations made for out-of-school professional development

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Professional Development as provided by internal resources: Principal, Assistant Principals, Lead Teachers, Dean and Safety Staff
- Professional Development as provided by the City University of New York Affinity Group
- Professional Development as provided by the NYCDOE offices and institutions during Chancellor Conference Days for Professional Development
- Professional Development as offered by private institutions and paid for by AOHT out of its budget
- Teacher program as designed and developed to maximize teacher and student success
Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
N/A

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not Applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments
Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Participation on the MOSL Committee.

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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. 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 | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Column A</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>145,227.00</td>
<td>X</td>
<td>SECTION 5 PART 5A, 5B, 5C, 5D, 5E ALL LABELED IN PART 4b</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>11,200.00</td>
<td>X</td>
<td>SECTION 5 A, B AND C</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,355,189.00</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

#### 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Academy of Hospitality and Tourism High School, in compliance with the Section 1118 of Title I, Part A of the ESSA 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.

### Support for Parents and Family Members of Title I Students

Academy of Hospitality and Tourism High School will support parents and families of Title I students by:

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

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

The school’s Parent Involvement

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary Education Act (ESSA);

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;

Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC) Template

Academy of Hospitality and Tourism High School, in compliance with the Section 1118 of Title I, Part A of the ESSA Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between
the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 ESSA Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

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

The direct instruction component of the program will consist of (check all that apply):
- [x] Before school
- [ ] After school
- [x] Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>K</td>
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<td>6</td>
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<td>12</td>
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</tbody>
</table>

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
The Academy of Hospitality and Tourism is a 9-12 high school and has a population of 172 students, 40 of those students are ELLs. The breakdown is as follows:
- 8 Commanding
- 23 Emerging
- 11 Entering
- 2 No Shows
- Direct Instruction Rationale - Targeted instruction will target two groups (first is under credited ELL students and the other is beginner and intermediate level ELL students. PM School classes will begin on the second week of September and will run Wednesday, Thursday, and Friday’s from 2:30 - 4:00. PM school courses will focus on credit accumulation, language acquisition and Regents preparation. Our certified ELL teacher and lead ELA teacher will work with our ELLs in decoding text and will assist in application of learned content and skills into assignments. The goals of the credit recovery aspects are to provide additional support for struggling and off track ELL students. Completion of these courses will earn them credit, which in turn will move them closer toward meeting their graduation requirement. The computer skills aspect was created with the rational that ELL students need to take multiple English courses, as a result they are programmed for our technology and business electives. This will provide them an opportunity to be better equipped with skills that will help them succeed in post-secondary skills as well as in the business world.
- We plan on expanding our iPad ENL support program. As of now we have 22 iPads being utilized by our ENL students. We plan on expanding access to all ELLs. iPads will allow students access to translation programs, picture dictionaries and application that allow students to practice speaking English. iPads will be used during the after school PM class.
- Beginner students will use Oxford picture dictionary and Vocabulary reinforcement activity guide as well as two audio CD's to develop word recognition, vocabulary and audio recognition. They will also focus on picture to word activities throughout subject areas.
- All programs are expected to be measured based on ELA state assessments and on the NYSELAT
- The program will be scheduled three times per week a week for 1.5 hour sessions.
- Funds will be used to pay per session to ELL teacher, ELA lead teacher, and subject area teachers for the purpose of subject specific tutoring in the assigned online course. They will also be used to buy seat licenses for the online courses.
- English
- 1 ESL, 1 Math, 1 Career and Technology
Part C: Professional Development

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

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

Begin description here: 
Mr. Paquing will attend Affinity group professional developments throughout the year. He will turn key this information to staff on the following Monday. Once a month at Monday professional learning meetings, teachers will share wins and strategies that are working for ELLs. Affinity Support staff Johanna Marte, Jamie Baez, and Jessica Long will provide whole staff series of professional development.

We will also utilize our ENL support Jessica Long, Johanna Marte, and Jamie Baez to conduct full staff PDs centered around ENL instruction.

Our certified business teacher, will participate in the ELL STEM Collaborative sponsored by the DELLSS. Participation in this professional development collaborative will provide Ms. O'Garro the connections needed for our ELL population to have work with renowned organization in STEM fields. Our business teacher provides our ELLs with Business Content Area Instruction as well as access to internship opportunities. Ms. O'Garro will help ELLs build Business vocabulary and the skills required to compete in our internship program. The ELL STEM Collaborative will support Ms. O'garro in servicing our ELLs in our Business Program. Our certified ESL teacher, will take the Response to Intervention Framework for ELLs online PD. This PD holds significant promises for better serving English Language Learners (ELLs) who are at risk for academic difficulties such as her students who have interrupted education. Furthermore it will provide strategies for working with her linguistically and culturally diverse student population. Specifically it will help her build upon students varied levels of literacy as well as how to use the classroom diversity in ways to promote English Language acquisition.

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

Part D: Parental Engagement Activities

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

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

Begin description here: 
Parents will be identified through school messenger, skedula and Remind Text App. Records will be maintained by the parent coordinator Indira Kemp. This will begin at the start of the 2018-2019 and will continue throughout the year.
Adult Education Evening Workshops - Parents will learn computer skills of varying difficulty, from basic operations to Microsoft Office Specialist Certification. They will be taught by our schools career and technology teacher, who will be assisted by an ELL student as well as on
Part D: Parental Engagement Activities

occasion by the ELL teacher, and parent coordinator Indira Kemp. The purpose is to allow parents to stay better connected to the school and their child’s work. They will also be better able to assist with school work and be more marketable to possible employers. For parents with no English skills basic navigation skills will be offered. We will have walking trips around the neighborhood with stops at the post office, police station, library and supermarket. We will teach basics of the Mass Transit system in NYC.
- Basic computer skills, email, Microsoft office, excel and power point
- Mailing, phone and face to face when able

Part E: Budget

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Per session</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Per diem</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Purchased services</td>
<td>______</td>
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</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Supplies and materials</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Travel</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Other</td>
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<td>______</td>
</tr>
<tr>
<td>TOTAL</td>
<td>______</td>
<td>______</td>
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</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Brooklyn</td>
<td>408</td>
</tr>
</tbody>
</table>

School Name: Academy of Hospitality and Tourism

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Shirley Miller</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Luke Fitzgibbon</td>
</tr>
<tr>
<td>Coach</td>
<td>Tom Patterson</td>
</tr>
<tr>
<td>Coach</td>
<td>Tom Patterson</td>
</tr>
<tr>
<td>ENL/ESOL Teacher</td>
<td>Julie Nalty</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Allison Scglione</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Diana Calixte</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jack Shvarts</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Tom Patterson</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Fred Walsh</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Jocelyn Santana</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
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<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
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<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
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<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
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<tr>
<td>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)</td>
<td>0</td>
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<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
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</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>199</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>39</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>19.60%</td>
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</tbody>
</table>

2018-19 CEP 61
A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
<th>6</th>
<th>7</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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<tbody>
<tr>
<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Update June 2016: Developmental Reading Assessment (DRA) will be used as a formative reading assessment in which teachers are able to systemically observe, record, and evaluate changes in student reading performance. This data will be used to gauge literacy levels and subsequently inform instruction. Data illustrates a large number of beginner new comer (31) ENL students. Instruction will focus on building vocabulary and literacy.

   We use teacher-created assessments to evaluate early literacy skills. Such assessments range greatly in format; some of these assessments require students to write in their own language various literacy levels, while other assessments require students to provide their knowledge of letter/sound recognition or how to use a bilingual dictionary. The data from these assessments provides us with the conclusion that our ELL population has a great range of literacy levels. The data shows that we have a very small percentage of ELLs who have low levels of literacy (including illiteracy), while the rest of our ELLs have an intermediate or higher literacy level. The insights gathered from this data inform our school’s instructional plan in the following ways: all
content area teachers embed literacy instruction through the implementation of our WIT program (Teaching Basic Writing Skills), teachers strategically group students so that students with higher literacy levels can work with students with lower literacy levels, the ENL teacher uses many various strategies to teach a range of literacy skills, and the ESL teacher works with other teachers to help them develop strategies for teaching earlier literacy skills. Foutas and Pinnel.

2. What structures do you have in place to support this effort?
Teacher teams meet 2xs per week to ensure that teacher created assessment are in alignment with instructional needs. Teachers have access to Atlas Rubicon, which allows them to make edits on each others work online. Achieve 3000 is used to support growth in reading level Curriculum review periods at the end of each 6 week cycle of instruction

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The success of our program is evaluated based on the number of students who improve their NYSESLAT and NYSITELL performance. We also look at student scholarship data to determine credit accumulation and progress toward graduation. ELLs struggle most with Regents exams. Social Studies and ELA exams provide the greatest the difficulty. As a result a certified ENL teacher will be programmed to push into all ELA and Social studies classes that contain ENL students.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Students have been changed to a 3:2 flip model for physical education. This allows for targeted instruction based on student needs two periods per. Based on the the review of summative data students be given intervention services at that time.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
Update: 2017 scores have not been released yet.

Students tend to make the most substantial gains from 11 th to 12 th grade . There are Patterns display a substantial drop in score throughout grade levels with. There were 17 intermediate, 7 beginners, 2 advanced based on 2015 NYSITELL data and 9 Intermediate, 8 beginners and 2 advanced based on the NYSELAT in 2014. We recognized a number of students that moved from intermediate to beginner. As a result we created a lunch period ELL course for beginners.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
All findings and data at AOHT is presented at SLT meetings. We then open the floor for discussion and collaborate on next steps. Hold monthly grade level community meetings. Parents are informed via email, backpacked letter and posted on the school website.

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**Part IV: ELL Programming**

**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.
We will continue to use this model

Update June 2016: As of September 2016 AOHT is adopting an integrated block model with push in ENL support from 1.5 ENL teachers. Instruction is differentiated based on language level proficiency by the push in ENL teacher. Beginners are provided with a stand alone ENL class.

Organizational Models: The organizational model of ENL Instruction at the Academy of Hospitality and Tourism (AOHT) is homogeneous

b. Program Models: The program model is Homogeneous -- all students regardless of grade are placed in classes according to their proficiency levels on the LAB-R and NYSESLAT (i.e. beginners, intermediates, and advanced response). Stand-alone ENL instruction seeks to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher to students who require the service. Stand-alone ENL classes are self-contained. Integrated ENL instruction seeks to build English language skills through content area instruction. This is accomplished through common planning sessions and professional development led by the ESL teacher and our Affinity Support Specialist.

b. TBE program. If applicable.
N/A

c. DL program. If applicable.
N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Update June 2016: Students are programmed in STARS with a push in ELL teacher coded into the appropriate classes. Student schedules are reviewed to verify they are receiving the required number of instructional minutes as per CR Part 154.

Explicit ENL and ELA instruction minutes are delivered on our Self-Contained ENL Program as per CR Part 154. All beginners have three 45 minute periods of ENL each day five times per week, thus exceeding the requirement of 600 minutes per week of ENL for beginning ELLs. All intermediate students have two 40 minute periods of ENL each day five times per week, thus exceeding the requirement of 400 minutes per week of ESL instruction for intermediate ELLs. All advanced students have one 40 minute period of ENL instruction five times per week, as well as one 40 minute period of ELA instruction five times per week, thus exceeding the requirement of 200 minutes per week of ELA instruction. Since the only program model at AOHT is Self-Contained ESL, NLA instruction is not offered.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

AOHT now utilizes an integrated block model. ENL instruction is aligned with Common Core Learning as each lesson’s aim follows Common Core ELA standards with an emphasis on Conventions of English Standards. ENL instructional approaches include sensory, graphic, and interactive supports. ENL instruction embeds native language and the use of imagery as a daily tool to make content comprehensible to foster English language development. The ENL classroom provides students with bilingual dictionaries in every ELL students’ native language, picture dictionaries, bilingual phrasebooks, and the use of online dictionaries and translators; the use of these resources are a part of daily instructional practices. All of the above mentioned methods scaffold learning for ENLs and are thus in alignment with the CCLS standards. The ENL teacher uses a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, science texts, informational readings, poetry, historical non fiction, and drama. In addition. "Keys to Learning" and "Keystone" series are utilized to teach students English across all content areas. Technology is utilized to increase student interest in achievement.
Multiple texts are used as well as other media. Classes focus on the four essential modalities of reading, writing, listening and speaking and the curriculum is aligned with both ELA and ESL New York State Learning Standards and New York City ELA Performance Standards. Learning strategies are taught explicitly and careful attention is paid to develop students’ critical thinking skills. Classes use structured immersion and instruction draws upon various strategies to scaffold, support and raise students’ academic achievement. Techniques include the differentiated instruction, balanced literacy scaffold for ELLs and project-based authentic language learning activities. Students receive language-to-language dictionaries and content-area glossaries for use in classes and during high-stakes testing. The school complies with all time and location mandates for testing.

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

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

5. How do you 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

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

Educational interventions are written and implemented for all SIFE at the Academy of Hospitality and Tourism. The interventions are based on student data acquired through both formal and informal assessments in ENL and the content areas, as communicated by the student’s teachers in each subject area. The student’s strengths are drawn upon to plan motivating curriculum and to design differentiated means of assessment that will both challenge the student and also allow them to experience academic success.

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

c. Instructional plan for ELLs receiving 4 - 6 years of ESL service:
Students receiving 4 - 6 years of ESL service are identified by the ESL teacher, content area teachers and guidance counselors using the available student data reports. The teachers and counselors meet monthly to discuss the student's current academic track record and potential graduation date. Each student is assigned (By grade level) to a teacher mentor who is committed to monitoring the student's academic progress and development. In addition, most of these ELLs attend after school classes in order to meet the academic graduation requirements.
d. Instructional plan for Long-Term ELLs:
In order to help Long-Term ELLs meet graduation requirements and achieve academic success, an online Academy is being developed for the content area courses, such as History, English and Science. All long-term ELLs are encouraged to attend the program offerings by their ESL and content area teachers. Furthermore, like the 4 - 6 year ELLs, these students are tracked and discussed on a monthly basis by the ESL teacher, content area teachers and guidance counselors.

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

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The following is a list of grade-level materials used for instruction for ELL-SWDs that provide both academic content areas and accelerate English language development: Pearson’s Sidie by Side Plus Life Skills by Steven J. Molinsky & Bill Bliss, Longman Keys to Learning Text & Workbook, Longman Keystone Text & Workbook, and Longman’s Third Edition of Stories We Brought With Us by Carol Kasser & Ann Silverman. Instructional strategies range from vocabulary modification, linking new information to prior knowledge, to using visual aids. Once again, native language materials are embedded into instruction specifically for vocabulary acquisition. Our school ensures that ELL-SWDs receive appropriate instruction and services based upon each individual student’s IEP and ESL level. In some cases, students receive self-contained IEP instruction, or speech services throughout the day, along with self-contained ESL class. The ESL teacher uses direct instruction as well as cross-curricular content-area projects. Students work in small groups to allow stronger students to assist weaker ones in indirect teaching and self-learning. A content-area based textbook and workbook series is utilized in the classroom as well. Currently, several special needs students are hearing impaired and receive services through a separate hearing department program, as specified in their IEPs. IEP requirements for these students take priority over ESL per state regulations. Additionally, these students' LAB-R and NYESSELSAT scores are being re-evaluated by the DOE due to clarification of state regulations that indicate they may have been tested in error and should not be classified as ELLs. These students may be re-evaluated using the new Language Acquisition Needs Determination (ELAND) Review Procedures. For those students who are ELL-SWDs, the Assistant Principal of Student Support Services ensures that in addition to ESL services, students are provided with the recommended services that are listed on the IEPs of ELL students.

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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Due to declining enrollment numbers we are limited in our intervention responses. Our ENL teacher offer lunch period course which targets beginner ELLs. We also have lunchtime tutoring in math, SS and art. There is also an opportunity to make up an elective credit with our drama class. There is after school prep and credit bearing courses in math and Global Studies, with a
hope of adding an English course in the spring. All students are have the opportunity to enroll in our online courses in order to earn credit as well as for regents prep.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
- CTE program opportunities, which include culinary arts

10. If you had a bilingual program, what was the reason you closed it?
- none

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students have similar programs as non-ELL students allowing them to participate in all activities. Activities which are currently attended by ELL students are as follows: PSAL Sports, Archery, Ping Pong, coding club, drama club, chorus, SOCA, chess, sewing, computer, art, fashion, dance, basketball, music production, culinary.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- A variety of materials to support the learning of ELLs are used at the Academy of Hospitality and Tourism. First, we have a leveled classroom; library consisting of multiple genres: informational; realistic fiction, biography, memoir, poetry, historical fiction, and traditional literature. Books are also available in student's home languages, and audio books are used during reading workshop. Most books come with software for student use and practice, and bilingual dictionaries are readily available in most content area (and ESL) classrooms. In addition, Smart Board technology is used school-wide.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
- A leveled classroom library consisting of books of multiple genres and in students' home languages is available to all ELLs in the ESL classroom. In addition, newcomers are paired with a peer of the same native language to assist them in acclimating to their new environment and their classes.

14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All required services are designed to support and correspond to high school aged students

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?
- A variety of materials to support the learning of ELLs are used at the Academy of Hospitality and Tourism. First, we have a leveled classroom; library consisting of multiple genres: informational; realistic fiction, biography, memoir, poetry, historical fiction, and traditional literature. Books are also available in student's home languages, and audio books are used during reading workshop. Most books come with software for student use and practice, and bilingual dictionaries are readily available in most content area (and ESL) classrooms. In addition, Smart Board technology is used schoolwide.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- The school conducts orientations for newly enrolled 9th grade students, including ELL students, prior to the start of the school year. These workshops address topics as state standards, assessments, school expectations, and student programs are addressed.

17. What language electives are offered to ELLs?
- French is offered at the Academy of Hospitality and Tourism

18. For schools with dual language programs:
a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
b. In which language(s) is each core content area taught?
c. How is each language separated for instruction?
d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

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

At PTA meetings, assistance is provided to parents of children served by the school, as appropriate, in understanding their rights and choices as a parent of an ELL student, the States academic content and achievement standards, the state and local academic assessments as well as alternate assessments, how to monitor their child’s progress, and how to communicate and work with educators.

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**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 and non-pedagogic staff.) 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?
   Our ENL teacher will be professionally developed by our lead teacher. She will receive professional development every Monday from 2:20 - 3:40. She will receive support from our Affinity Group Specialist Daniel Walsh and take part in off site professional development.
   Common Core training: ENL teacher will be professionally developed by our lead teacher Ms. Boyd. She will receive professional development every Monday from 2:20 - 3:40. She will receive support from our Affinity Group ENL Specialist. She will also take part in numerous off site professional development.
   There will also be various professional development sessions to all teachers as we work to implement the Common Core Learning Standards. Daily common planning enables teachers to develop and revise unit and lesson plans, run inquiry teams and school improvement teams. Teachers know through the use of ARIS which students are ELL. They modify their instructional plan to ensure that these students’ needs are met; strategies are shared during common planning sessions. Educational consultants are on site weekly to provide additional support to teachers as well.

2. 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.
Freshman orientation and counseling services. We have assemblies and after school programs designed for them as well as a custom advisory curriculum. Ninth grade guidance counselors are provided with NYSESLAT data in addition to students performance level data. Our payroll secretary monitors and places documentation in teachers personnel file. Teachers are encouraged to keep documentation for their own records.

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?
   1. Parents are involved at the school (including parents of ELLs):
      Parents are involved in all aspects of AOHT. The SLT and PA of course attend workshops and accompany as trip chaperons when possible.

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

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

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

   2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs receive personnel invitations to Parent/Teacher Conferences and open school nights. ELL parents are often offered translation services are available for all parent-focused activities.

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:
# Part V: ELL Identification Attestation

## Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Shirley Miller, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>School Name: Academy of Hospitality and Tou</th>
<th>School DBN: 17k408</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirley Miller</td>
<td>Principal</td>
<td></td>
<td>11/1/17</td>
</tr>
<tr>
<td>Luke Fitzgibbon</td>
<td>Assistant Principal</td>
<td></td>
<td>11/1/17</td>
</tr>
<tr>
<td>Indira Kemp</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/17</td>
</tr>
<tr>
<td>Julie Nalty</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/1/117</td>
</tr>
<tr>
<td>Ms. Mitchell</td>
<td>Parent</td>
<td></td>
<td>1/1/17</td>
</tr>
<tr>
<td>Beverly Gregory</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/1/17</td>
</tr>
<tr>
<td>Diana Calixte</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/17</td>
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<tr>
<td>Tom Patterson</td>
<td>Coach</td>
<td></td>
<td>11/17</td>
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<tr>
<td>J. Santana</td>
<td>Coach</td>
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<td>11/17</td>
</tr>
<tr>
<td>Allison Scaglione</td>
<td>School Counselor</td>
<td></td>
<td>11/1/17</td>
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<tr>
<td>Fred Walsh</td>
<td>Superintendent</td>
<td></td>
<td>1/1/17</td>
</tr>
<tr>
<td>Daniel Walsh</td>
<td>Field Support Center Staff Member</td>
<td>Walsh</td>
<td>11/1/17</td>
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<tr>
<td>Santanta</td>
<td>Other</td>
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<td>11/17</td>
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<tr>
<td>Nalty</td>
<td>Other</td>
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<td>Other</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie</td>
<td>Nalty</td>
<td>Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   1. Currently, according to the ATS job RAPL (Adult Preferred Language Report) from our current register of 199 students the AOH student body encompasses students (and their families) that speak five languages. All standard communications, Parent/Student Handbook for example are translated by the NYC DOE translation unit. Additional translation services are provided by staff (and Campus colleagues) when necessary. Per session monies are critical to ensure that the various staff members are available for after school conferences, Parent Association meetings and workshops.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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The major findings of AOHT’s written translation and oral interpretation needs indicates that the parents/guardians of our ELL students prefer their written and spoken communication in the following languages: 35 Haitian-Creole; 9 Spanish; 6 Arabic; 1 French; 2 Urdu. These findings were reported to the school community by a presentation by the school’s ESL teacher and an Assistant Principal. Additionally, the principal reported the findings to the Parents’ Association.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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</table>

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicated</td>
<td></td>
<td>Within the first two weeks of school parents will receive translated blue card, meal forms, military opt out, RFA brochure, parent bill of rights and Lutheran Medical forms. We will send out after school programs based on need prior to the start of the class. Translated testing dates will be sent communicated emails, phone messenger, mail and backpack.</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
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<tbody>
<tr>
<td>September 30th - Meet the Staff, Parent Association (PA), School Leadership Team (SLT)</td>
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<tr>
<td>October 23rd - End of first marking period</td>
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<tr>
<td>November 19th - Parent teacher Conferences, SLT, PA</td>
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<tr>
<td>November 20th - Parent Teacher Conferences day session</td>
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<td>December 4th - Last day of 2nd MP</td>
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<td>December 16th - SLT and PA</td>
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<tr>
<td>January 13th - SLT and PA</td>
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<tr>
<td>January 20th - 25th - Final Exams and End of 3rd marking period</td>
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<tr>
<td>January 26th - January 29th - Regents Exams</td>
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<tr>
<td>February 24th - SLT and PA</td>
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<td>March 23rd - SLT and PA</td>
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<tr>
<td>March 11th - Parent Teacher Conferences, SLT, PA</td>
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<tr>
<td>April 20th - SLT and PA</td>
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<tr>
<td>May 10 - Parent teacher Conferences</td>
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<tr>
<td>June 14th - June 22nd - Regents week</td>
<td></td>
<td></td>
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<tr>
<td>June 27th - Graduation</td>
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</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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