2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 08X559
School Name: SCHOOL FOR TOURISM AND HOSPITALITY
Principal: AVIS TERRELL
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
   - Section 5A Framework for Great Schools Element - Rigorous Instruction
   - Section 5B Framework for Great Schools Element - Supportive Environment
   - Section 5C Framework for Great Schools Element - Collaborative Teachers
   - Section 5D Framework for Great Schools Element - Effective School Leadership
   - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>School of Tourism and Hospitality</th>
</tr>
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<tbody>
<tr>
<td>School Number (DBN):</td>
<td>08X559</td>
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<tr>
<td>BEDS Code:</td>
<td>320800011559</td>
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<tr>
<td>Grades Served:</td>
<td>9,10,11,12, SE</td>
</tr>
<tr>
<td>School Address:</td>
<td>900 Tinton Avenue, Bronx, NY, 10456</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>708-401-4214</td>
</tr>
<tr>
<td>Fax:</td>
<td>708-401-4219</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Norma Martinez</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:nmartinez25@schools.nyc.gov">nmartinez25@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Avis Terrell</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Juliet Marinelli</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Keyna Franklin</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Sandra Lopez</td>
</tr>
<tr>
<td>Lucia Carreon</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Laisha Amezaquita</td>
</tr>
<tr>
<td>Daniel Roman</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Kate Connolly</td>
</tr>
</tbody>
</table>

### District Information

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

### Field Support Center (FSC)
FSC: Bronx  
Executive Director: Jose Ruiz  
1 Fordham Plaza  
jruiz2@schools.nyc.gov  
718-828-7776  
Phone Number:  
Fax: 718-741-8895  
2018-19 CEP
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>Avis Terrell</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Juliet Marinelli</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Kenya Franklin</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Andre McCullough</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Diana Ramirez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Laisha Amezaquita</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>Daniel Roman</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>Kate Connelly</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Juliet Marinelli</td>
<td>Member/Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Juliet Marinelli</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Luciana Carreon</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Milagros Rodriguez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

2018-19 CEP
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.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th><strong>The Six Elements of the Framework for Great Schools</strong></th>
</tr>
</thead>
<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>
</tr>
<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?**

We believe in teaching the “whole student” – without judgment – in a safe environment that supports their academic, social and emotional development. Learning should be meaningful, purposeful, and challenging so that our students are empowered to become life-long learners, who seek knowledge in all that they encounter. This is achieved by offering new perspectives, experiences, and insights while celebrating the values, beliefs, and cultural identities that our students bring with them.
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.

The School of Tourism and Hospitality was opened as a new CTE school in the Jane Addams Campus in the 2012-13 school year. In 2017-18 the school served 312 students in grades 9-12. Enrollment for the 2018-19 school year is projected to be 330 students. The student body includes 25% English Language Learners and 28% of students have an individualized education plans. Girls account for 59% of the student population, and boys account for 41% of the population. 85% of students are eligible to receive free or reduced lunch.

Our school has a number of collaborative/strategic partnerships and special initiatives. First, our school communicates high expectations coupled with ongoing support through our AVID program. In their 9th grade year, all students are introduced to the AVID program and WICOR strategies across all classroom. Second, our commitment to helping all students be prepared for students college is evident in an expanding offering of AP classes through the AP for All initiative. Three years ago, we did not offer any AP classes. With our partnership with AP for All we have expanded that offering so that over the past two years, we will have offered 7 different AP courses that our juniors and seniors can participate in. Third, through our crew system, each student meets with their crew leader on a daily basis, the crew leaders help to ensure that students are meeting expectations at school and work with families to support students. Fourth, through our CTE program students are prepared for the world of work through the use of internal and external internships. Each intern is provided support on developing career readiness skills. Fifth, we collaborate with AMS II, the charter school located in our campus through a Department of Education program. Sixth, our teachers are actively engaged in action research through the Collaborative Action Research Project (CARP). Finally, through a partnership with East Side House Settlement, students are offered additional social and emotional learning support. This involves individualized support for specific students with exceptional need.

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

Many of our students have extraordinary needs. The student body includes 25% English Language Learners, 28% of students have an individualized education plans, and 19% of students are in temporary housing.

Many of the new LEP students have recently arrived in the country and have very limited English proficiency. Because the vast majority of these students do not speak or read English, it is necessary to adapt instruction to meet their needs. While bilingual classes are not offered, most teachers utilize translation services to make content available to students in their native language. Our school employs two full-time ENL teachers, which allows us to create small groups for ENL instruction that is based on need. In addition ENL students receive additional support in the classroom by these teachers.

Our school's largest department is our special education department, where we have 7 full-time teachers who provide specially designed instruction to students in accordance with their IEP. Each special education teacher serves as a crew leader for a small group of students with IEPs and serves as a primary point of contact for the family and student. Students are placed on their crew based on the specific need of the students ensuring that the crew leader develops the specific skills necessary to help their crew members succeed.

For students who do not have permanent housing, the school provides a variety of support services including food and clothing. Again, students with these particular needs are placed in a crew together to ensure that the family has a single contact person in the school who is able to provide support and serve as a reference.

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.
Bright Spots

Rigorous Instruction

Over the past year the school made a number of improvements. First, we launched our AP for All program and added two AP courses. More than 90% of students who were enrolled in these courses completed the course and sat for the AP exam. Through the utilization of AP vertical teams, departments began the process of aligning instruction to prepare students for AP exams.

Our school reorganized its course sequence to create opportunities for more 9th grade students to sit for Regents exams. 9th graders sat for both the Algebra I regents and the Living Environment Regents. By completing these exams in their first year, students are able to progress to more rigorous math and science courses.

Our CTE program expanded its use of internal and external internships. This allowed more students to graduate with a Career Development and Occupational Studies credential with their diploma and helped prepare them for the world of work after graduation.

Strong-Family and Community Ties

100% of parents reported on the NYC School Survey that they are greeted warmly when they enter the school.

100% of parents reported on the NYC School Survey that the principal is committed to shared leadership.

Areas of Need

Rigorous Instruction

According to teachers on the NYC School Survey, students struggle in the area of discussions. Particularly, 18% of teachers responded positively to questions asking whether students build off of each others ideas and cite data from sources.
## School Demographics and Accountability Snapshot for 08X559

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<th>Total Enrollment (2017-18)</th>
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</thead>
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<td>Special Education Programs/Number of Students (2015-16)</td>
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<td></td>
<td></td>
<td># Music</td>
<td># Drama</td>
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<td></td>
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<td># Foreign Language</td>
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<td>School Composition (2017-18)</td>
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<td>% Title I Population</td>
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<td>% Attendance Rate</td>
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<td>% Free Lunch</td>
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<td>% Limited English Proficient</td>
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<td></td>
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<td>% Students with Disabilities</td>
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<tr>
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<td>1.42</td>
<td># of Assistant Principals (2016-17)</td>
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<td>% of Teachers with No Valid Teaching Certificate</td>
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<td>% Teaching Out of Certification</td>
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<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>19%</td>
<td>Average Teacher Absences (2014-15)</td>
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<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
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<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>N/A</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
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<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
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<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>59%</td>
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<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>54%</td>
<td>US History Performance at Levels 3 &amp; 4</td>
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<td>4 Year Graduation Rate</td>
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<td>6 Year Graduation Rate (2011 Cohort)</td>
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<tr>
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<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
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<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
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### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
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#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
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<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
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<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
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<tbody>
<tr>
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<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
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<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
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<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
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</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
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</tr>
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#### Economic Disadvantaged

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
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</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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

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.

Strengths

- The school’s most recent Quality Review (03/09/2017) found that the school’s curriculum is, aligned to the Common Core Learning Standards and the instructional shifts, with academic tasks that demand rigorous habits for all students."
- On the Common Core English Regents examination, 11th grade students showed continued strength in their ability to write argument essays. The score distributions for the two essays are included in the chart below. (Note: Most students who passed in the exam in January did not retake the exam in June.)

<table>
<thead>
<tr>
<th>Exam</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 2015</td>
<td>3%</td>
<td>1%</td>
<td>15%</td>
<td>28%</td>
<td>18%</td>
<td>26%</td>
<td>8%</td>
</tr>
<tr>
<td>June 2015</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>45%</td>
<td>33%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Jan 2016</td>
<td>4%</td>
<td>3%</td>
<td>12%</td>
<td>31%</td>
<td>25%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>June 2016</td>
<td>3%</td>
<td>10%</td>
<td>16%</td>
<td>42%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Jan 2017</td>
<td>5%</td>
<td>5%</td>
<td>11%</td>
<td>26%</td>
<td>40%</td>
<td>12.5%</td>
<td>0%</td>
</tr>
<tr>
<td>June 2017</td>
<td>7%</td>
<td>7%</td>
<td>13%</td>
<td>41%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Jan 2018</td>
<td>5%</td>
<td>5%</td>
<td>12%</td>
<td>28%</td>
<td>43%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>June 2018</td>
<td>13%</td>
<td>13%</td>
<td>23%</td>
<td>39%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Needs

- According to the 2017-18 NYC School Survey rigorous instruction is an area of need with a score of 2.23. Elements with low scores included Quality of Student Discussion and Academic Press. Questions in these areas include:
  - "Students build on each other’s ideas during class discussions."
  - "Students use data or text references to support their ideas."
  - "Students respond to challenging test questions."
- The Quality Review found that, “there is limited student participation, with many students being unable to demonstrate higher order thinking.”
- According to ADVANCE data, for all Domain 3 ratings in the 2017-18 school year, the distribution of ratings was as follows:
  - 5% highly effective
• For Component 3b, Using Questioning and Discussion Techniques, the highest percentage of developing ratings were given. The distribution of ratings was as follows:
  o 3% highly effective
  o 62% effective
  o 35% developing
  o 0% ineffective

• An analysis of student performance on the January Regents examination found:

• On the June, 2018 US History Exam, students at STH averaged 1.17 points on the thematic essay. This .62 points below the city average. The distribution of scores on the thematic essay was as follows:
  o 36% of students scored a 0
  o 19% of students scored a 1
  o 34% of students scored a 2
  o 6% of students scored a 3
  o 4% students scored a 4 or 5

• On the June, 2018 Global History Exam, students at STH averaged .97 points on the Thematic Essay. This average was 1.07 points below the city average. The distribution of scores on the thematic essay were as follows:
  o 40% of students scored a 0
  o 30% of students scored a 1
  o 17% of students scored a 2
  o 9% of students scored a 3
  o 4% of students scored a 4 or 5

• An analysis of the data from our graduating cohort showed a

### 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—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, in each core content area students will engage in six Socratic seminars using AVID developed protocols that focus on using data and text references to support ideas resulting in a 10% increase in the percentage of students scoring a 3 or above on each essay for the English Language Arts, Global History, and United States History Regents exams. A Socratic seminar will occur in each of the marking periods, at least 6 times a year.
### 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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</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>Teachers</td>
<td>June 2018 - July 2019</td>
<td>Principal, Assistant Principal, Model Teacher, Leaders of AP Vertical Teams</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Develop an instructional focus that highlights the important role of student discourse.** The instructional focus includes a general statement and identifies specific teaching practices that should be observable in all classes.

<table>
<thead>
<tr>
<th>Core Content Area Teachers</th>
<th>Begin June 2018</th>
<th>End March 2019</th>
<th>Assistant Principal, Content Area Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with IEPs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**In all core content areas, develop curricula for each of six different units that:**

- identifies the standards and learning targets which are to be measured for each unit;
- includes an exemplar that communicates to students the learning expectations for the unit;
- includes a performance task that is aligned to CCLS and involves higher order-thinking skills;
- provides access for all students to cognitively challenging tasks;
- Provides opportunities for students to work in collaboration with their peers;
- includes specific pre and post assessments designed to measure student growth;
- includes specific supports for vocabulary acquisition and, builds on analysis of student work products.

<table>
<thead>
<tr>
<th>Teachers</th>
<th></th>
<th>Principal</th>
<th>July 2018 to June 2019</th>
<th>Teachers</th>
</tr>
</thead>
</table>

**Teachers will utilize lesson plans that include the following components:**

- Specific daily learning targets;
- Opportunities for students to engage in structured collaborative learning activities;
- Specific vocabulary that are the focus of activities that are designed to build academic vocabulary.

**Teachers will engage in professional learning that builds their capacity to utilize collaborative structures to enhance student engagement and learning. These professional learning activities:**

| Principal | July 2018 to June 2019 | Teachers |
will include but are not limited to the use of model classroom and instructional rounds.

In addition, professional development aligned with competencies on the Danielson Framework for Teaching which will be differentiated for all teachers who are rated developing, ineffective on the competency, or who are new to the profession. The targeted professional learning will include providing one-on-one coaching.

Professional development cycles focused on areas of schoolwide concern as well as other activities are embedded in the school's profession learning plan.

Teachers will engage in structured instructional rounds in which they will analyze evidence-based formative assessment practices utilized in the classroom.

**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.

Understanding regarding classroom expectations will be shared during summer bridge, student led conferences, at Parent Association meetings and in one-on-one meetings with parents.

**Part 4 – Budget and Resource Alignment**

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

The following resources will be leveraged to reach this goal:

**Human Resources**

1. Principal, Assistant Principals
2. Teacher Teams
3. Individual Teachers

**Instructional Resources**

1. New Curriculum in ELA and Math with clearer criteria for success
2. Technology to facilitate collection of formative assessment data
3. CTE grant resources

Schedule Adjustments

1. Teacher schedules will be modified to common planning time and classroom intervisitations

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></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.

Curriculum development will be monitored utilizing a checklist for all components described above. The curriculum review will be conducted a minimum of two weeks before the start of the next marking period to provide additional time to make necessary adjustments.

Classroom visits will be conducted by administrators a minimum of two times per month. The purpose of these informal visits will to determine whether the school’s instructional focus, student engaged assessment, is evident in each classroom. Data will be collected using a school created classroom observation tool. Teachers will then be provided with differentiated job embedded coaching to help them obtain a level of practice that is, at a minimum, effective under the Danielson Framework.

ADVANCE data will be reviewed at the end of each marking period to determine whether the school is on track to meet this goal, and to determine the effectiveness of supports that are being provided.

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

The Danielson Framework for Teaching, Tri-State Rubric, Quality Review Rubric

**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

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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strengths

- According to 2017-2018 ADVANCE data, in Domain 2, classroom environment, only 3% of observations resulted in a rating of developing or ineffective. For component 2a, Creating an Environment of Respect and Rapport 38.2% of observations resulted in a rating of highly effective. This was the highest percentage of highly effective ratings of any component.
- The most recent Quality Review (March 2017) found that the school was proficient in QR indicator 3.4, High Expectations and identified it is an area of celebration. The reviewer found, “School leaders provide training and support for teachers aligned to the Danielson Framework for Teaching and have a system of accountability for these expectations. Parents receive on-going feedback regarding student progress towards high level expectations.”
- According to the 2018 NYC School Survey, 90% of students respond positively to the prompt stating that adults in the school encourage them to continue their education after high school. This percentage is above the borough and city average.
- According to the 2018 NYC School Survey, 88% of students reported that they feel safe in classes. The school earned a score of 2.8 out of 5.

Needs as indicated by 2017-18 data:

- 33% of students attend classes 90% or more of the time. This is 36% points below the city average, and 11 points below comparable schools.
- According to the 2017 NYC School Survey Supportive Environment was the area in which there was the greatest need for improvement. The school earned a score of 2.7 out of 5. Subcategories for improvement include:
- According to the 2018 NYC School Survey, student-teacher trust is an area in need of improvement. 69% of students responded positively to the question in this category, the school earned 2.18 points and was 9% points below the city average. Questions in this section included:
  - I feel safe and comfortable with my teachers at this school.
  - There is at least one adult in the school that I can confide in.
  - My teachers will always listen to student ideas.
  - My teachers always keep their promises.
  - My teachers treat me with respect.
  - When my teachers tell me to do something, I know they have a good reason.

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 will assign specialized AIS for our "At Risk" target group including mentoring as well as restorative circle practices to help foster a sense of community, resulting in a 6% increase in schoolwide attendance. |
# 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 Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Side House Teachers</td>
<td>1x per week Sept 2018 to June 2019</td>
<td>East Side House PBIS Team Dean Assistant Principal</td>
</tr>
</tbody>
</table>

As specified in the school’s adopted attendance protocol (see protocol on file), students will be tiered based on attendance data so that specific intervention plans are implemented by the school’s guidance counselor, social worker and staff from East Side House. Connections between attendance and classroom practices will be reviewed during grade level team meetings to ensure that student(s)’s instructional programs are tailored to meet the needs of all learners. Parents, who are the subject of goal # 5, are involved in conferences and meetings during which attendance and academic concerns are addressed and during which supports are identified for families.

**Professional learning will be conducted to introduce teachers to PBIS system and to how it will be utilized in the classroom.**

<table>
<thead>
<tr>
<th>Teacher Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th and 10th grade Students Teachers</td>
<td>Sept. 2018</td>
<td>Dean Assistant Principal</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>PBIS Team</td>
</tr>
</tbody>
</table>

We will expand our after school opportunities with additional co-curricular activities (e.g., Yearbook Club, Chess Club, etc.) and Expanded Learning Time offerings.

**ICT and SETTs classroom practices will be refined to ensure that the design and delivery of purposeful interventions for SWDs and ELLS are linked to student assets and needs.**

<table>
<thead>
<tr>
<th>Teacher Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Students</td>
<td>Sept 2018 - June 2019</td>
<td>Asst. Principal SpEd Teachers ENL Teachers</td>
</tr>
</tbody>
</table>

The School Implementation Team plan (SiT) will secure quality IEPs for all IEP students. And, the school’s Language Acquisition Plan (LAP) will support ELL students in environments with support commensurate with their needs.

<table>
<thead>
<tr>
<th>Teacher Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Students</td>
<td>SIT meets 2x per month Sept. 2018 - June 2018</td>
<td>School Implementation Team</td>
</tr>
</tbody>
</table>

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**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.

Information about our supportive environment goals and activities will be shared during summer bridge, student led conferences, at Parent Association meetings and in one-on-one meetings with parents.

### Part 4 – Budget and Resource Alignment

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

The following resources will be leveraged to reach this goal:

**Human Resources**

1. Principal, Assistant Principal
2. PBIS Team
3. School Implementation Team
4. Individual Teachers
5. CBO

**Instructional Resources**

1. Jump Rope and other computer based resources will be utilized to collect data related to PBIS system.
2. CTE Grant funds

**Schedule Adjustments**

1. Students in grades 9-11 will take a Career and Financial Management course which will focus on the interpersonal skills necessary for success in college and careers.

#### 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>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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</thead>
<tbody>
<tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<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.

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

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

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

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Danielson Framework for Teaching, Quality Review Rubric

| 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.

Strengths

- According to the Framework for Great Schools survey, the school received a score of 3.5 for Cultural Awareness and Classroom Instruction. This element relates to the modification of instruction for students with disabilities and ELLs.
- According to the most recent Quality Review, the school was rated proficient in teacher teams and leadership development. The QR report found, “Teacher leadership structures promote the achievement of school goals and implementation of the school’s instructional focus. Teachers evaluate instructional practice, pedagogy and teacher capacity.” According to the report, the impact was, “Teacher teams analyze assessment data and student work to strengthen instructional capacity making key decisions that improve teacher practice and affect the learning across the school.”

Needs

- According to the 2018-2018 NYC School survey, the percentage of positive responses to the measures "Innovation and Collective Responsibility" and "Quality of Professional Development" was 49%. In both areas, the school was 26% below the borough average.
- Questions related to Innovation and Collective Responsibility in which the school far below the borough average include the following:
  o 33% of teachers say that teachers help maintain discipline in the entire school, not just in their classrooms.
  o 38% of teachers say that teachers take responsibility for improving their school.
  o 63% of teachers say that teachers are actively trying to improve their teaching.
- Questions related to Quality Professional Development in the school scored far below the borough average include the following:
  o 32% of teachers say that they had opportunities to work productively with other schools on professional development.
  o 50% of teachers say that their professional development experiences this year have been sustained and coherent.

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, all content area teachers will have completed four (4) literacy-focused inter-visitation cycles facilitated by the model teachers around student discussion, resulting in a 12% increase in the number of teachers rated Effective or Highly Effective in the Danielson component 3B.
### 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 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>All Teachers</td>
<td>Sept. 2018 to June 2019</td>
<td>All Teachers</td>
</tr>
<tr>
<td>Model Teacher</td>
<td>July 2018 to June 2019</td>
<td>Teacher Leaders, Instructional Coach</td>
</tr>
<tr>
<td>All Teachers</td>
<td>July 2018 to June 2019</td>
<td>All Teachers</td>
</tr>
<tr>
<td>All Teachers</td>
<td>July 2018 to June 2019</td>
<td>All Teachers</td>
</tr>
</tbody>
</table>

#### 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.

Parental understanding of our strategies related to collaborative teachers will be shared during summer bridge, student led conferences, at Parent Association meetings and in one-on-one meetings with parents.

### Part 4 – Budget and Resource Alignment

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

The following resources will be leveraged to reach this goal:

**Human Resources**

1. Principal, Assistant Principal
2. Model Teacher
3. Teacher Teams

Schedule Adjustments

1. Teacher schedules will be modified to permit classroom intervisitations
2. Professional Learning time will be utilized to support protocols related to intervisitations.

| X  | Tax Levy | X  | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|----|----------|----|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|    |          |    | 21st Century Grant | SIG | PTA Funded | In Kind | Other |

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

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.

Agendas for intervisitations will be maintained and a protocol will be used to document specific outcomes.

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

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

Danielson Framework for Teaching, Quality Review Rubric

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>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>• According to the 2018 NYC School survey 96% of responses were positive in the area of Inclusive leadership.</td>
</tr>
<tr>
<td>• 100% of families who responded to the survey reported that that principal is strongly committed to shared decision making.</td>
</tr>
<tr>
<td>• 100% of families who responded reported that the principal promotes family and community involvement in the school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• According to the 2018 NYC School survey 42% of responses were positive in the area of Program Coherence.</td>
</tr>
<tr>
<td>• 32% of teachers say that at this school once we start a new program, we follow-up to make sure that it is working.</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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2019, the school will have implemented an aggressive engagement initiative to provide academic and social-emotional support to impact 11th and 12th graders at risk of not graduating, resulting in a 5% in graduation rates and 10% increase in 11th grade credit accumulation.**
### 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>Activity/Strategy</th>
<th>Target Group(s) Who will be targeted?</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>Each department team will be responsible for coordinating curriculum, instruction and learning materials across grade levels to ensure consistency. Parent meetings will be utilized, in part, to communicate this information as well as to provide parents with the opportunity to provide feedback.</td>
<td>Teacher Leaders All Teachers</td>
<td>1 x month August 2018 to June 2019</td>
<td>Principal Instructional Coach Teacher Leaders</td>
</tr>
<tr>
<td>Team Facilitators will be identified for each department team and structured meeting time will be provided to support department team collaborations. Professional development will be provided for Team Facilitators in the development of effective teams. Professional learning for all teachers will be enacted in accordance with the STH Professional Learning Plan.</td>
<td>Teacher Leaders August 2018 to June 2019</td>
<td>Instructional Coach</td>
<td></td>
</tr>
<tr>
<td>Through their involvement in the development of the PBIS model, teachers will participate in the development of standards for student behavior that are congruent with related Chancellor’s regulations particularly as they related to 9th and 10th grade students (see STH Professional Learning Plan).</td>
<td>All Teachers Sept. 2018 to June 2019</td>
<td>All Teachers</td>
<td></td>
</tr>
<tr>
<td>The school will establish a transparent process that involves teachers to purposefully evaluate and adjust program implementation to ensure alignment with the school’s instructional vision.</td>
<td>All Teachers Sept. 2018 to June 2019</td>
<td>All Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher teams will be empowered to make decisions relating to how discretionary funds should be used, selecting and developing instructional materials.</td>
<td>All Teachers Sept. 2018 to June 2019</td>
<td>All Teachers</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

Parental understanding of our strategies related to effective school leadership will be shared during summer bridge, student led conferences, at Parent Association meetings and in one-on-one meetings with parents.

### Part 4 – Budget and Resource Alignment

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

**Human Resources**

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

**Instructional Resources**

**Schedule Adjustments**

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

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

<table>
<thead>
<tr>
<th></th>
<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></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<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.

Four times per year teachers will be surveyed in a manner consistent with the Framework for Great Schools to determine their perceptions and to adjust programs to meet their needs. By February 2019, we will have conducted two surveys.

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

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

- Danielson Framework for Teaching, Quality Review Rubric.

**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

<table>
<thead>
<tr>
<th>Needs Assessment Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - According to the 2017 Framework for Great Schools survey, the school was above the city average in both measures of parent involvement.

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.
   - According to the end of the year (2016) teacher survey, parental attendance at schoolwide events was a particular area of concern with only 5% of teachers responding favorably.
   - According to the end of the year (2016) student survey, only 40% of students responded positively to the prompt, My parents or guardian attend parent teacher conferences.
   - 37% of parents attended at least one parent-teacher conference last year.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Annual Goal Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

By June 2019, we will provide a family engagement initiative, in conjunction with the Harvard Family Research Project, we will provide academic support, family counseling, and in school workshop for parents of targeted 11th graders which will result in a increase on question on the Parent Survey.
### 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) Who will be targeted?</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>Students Teachers</td>
<td>August 2018 to June 2019</td>
<td>Dean East Side House Teachers</td>
</tr>
<tr>
<td>Provide professional learning and other support will be available for staff related to how to develop meaningful partnerships with families.</td>
<td>Students Teachers August 2018 to June 2019</td>
<td>Assistant Principal Departmental Teams</td>
</tr>
<tr>
<td>Curriculum units for all courses will identify standards and learning outcomes. Assessments for each unit will be aligned to unit outcomes and the alignment will be communicated to students. Progress towards proficiency for each learning target will be uploaded into Jump Rope to make this feedback available to parents and students.</td>
<td>Teachers Sept. 2018 to June 2019</td>
<td>Teachers Departmental Teams Assistant Principal</td>
</tr>
<tr>
<td>In the week following each marking period, students will review classroom portfolios to create a portfolio of their work in preparation for student-led conferences. This process will be supported in meetings with academic advisers. Portfolios will include a reflection and evidence of habits of work.</td>
<td>Students Nov. 2018 to June 2019</td>
<td>Advisers Students</td>
</tr>
<tr>
<td>We will create and maintain a Strong Family and Community Ties (SFCT) Teams that will coordinate learning opportunities for parents that build their capacity to support their children in a standards-based reporting environment.</td>
<td>Admin Parents SLT Sept. 2018 to June 2019</td>
<td>Admin Parent Leadership</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.

Parental understanding of our strategies related to family and community engagement will be shared during summer bridge, student led conferences, at Parent Association meetings and in one-on-one meetings with parents.

2018-19 CEP 31
**Part 4 – Budget and Resource Alignment**

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

The following resources will be leveraged to reach this goal:

### Human Resources

1. Principal, Assistant Principal
2. Individual Teachers
3. CBO
4. F Status Principal one day per week beginning January 4

### Instructional Resources

1. Computer systems will be utilized to share data between teachers and to facilitate student reflection and portfolio development.
2. CTE Grant

### Schedule Adjustments

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

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

|        | Tax Levy | || | Title I SWP | || | Title I TA | || | Title II, Part A | || | Title III, Part A | || | Title III, Immigrant |
|--------|----------|---|---|-------------|---|---|-------------|---|---|-------------|---|---|-------------|---|---|-------------|
| X      |          |   |   |             |   |   |             |   |   |             |   |   |             |   |   |             |
|        | C4E      |   |   | 21st Century Grant |   | SIG |   | PTA Funded |   | In Kind |   | Other |

**Part 5 – Progress Monitoring**

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

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

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

Danielson Framework for Teaching, Quality Review Rubric

**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>English Language Arts (ELA)</td>
<td>Common Assessment Benchmark, ELA Regents Results, Teacher referrals</td>
<td>Reading Interventions - Wilson, Just Words, and Great Leaps</td>
<td>Small group One on one tutoring</td>
<td>During the school day after school, Saturday School</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Common Assessment Benchmark, 8th grade test, Regents results, Teacher referrals</td>
<td>Scholastic, Do the Math Now, Khan Academy, AVID WICOR strategies in planning instruction</td>
<td>Small group One on one tutoring</td>
<td>During the school day After school, Saturday School</td>
</tr>
<tr>
<td>Science</td>
<td>Standards-based grading, Regents results, Teacher referrals</td>
<td>Repeated readings and interactive writings, AVID WICOR strategies in planning instruction</td>
<td>Small group One on one tutoring</td>
<td>During the school day Saturday School</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Regents results Standards based grading, Teacher Referrals</td>
<td>Repeated readings and interactive writings</td>
<td>Small group One on one tutoring</td>
<td>During the school day</td>
</tr>
</tbody>
</table>

2018-19 CEP 33
<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>PBIS data, teacher reports attendance</th>
<th>Restorative Circles Counseling sessions Advisories (East side House) AVI strategies in planning instruction</th>
<th>One-to-One counseling sessions Small Group sessions</th>
<th>During the school day</th>
</tr>
</thead>
</table>

AVIDWICOR strategies in planning instruction
### 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)**

#### Part A: FOR TITLE I SCHOOLS

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.)

   | 56 |

2. Please describe the services you are planning to provide to the STH population.

   The services provided to the STH population with Title I Set-Aside funds are professional development for teachers, instructional materials and supplies for students, and parent engagement events.

#### Part B: FOR NON-TITLE I SCHOOLS

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).

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

---
<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</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.
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

<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.

As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. Teachers are more likely to stay in an environment where they have active input into the curriculum. We hope to develop partnerships with top education programs (Hunter, teacher's College, Bank Street, TFA, etc.)

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

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

2b. High Quality and Ongoing Professional Development

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

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

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

For the 2016-17, in addition to Regents examinations, the school will give three common assessments in math and ELA. Each common assessment was selected with input from teachers to ensure that the assessment will provide teachers with data that they need to make instructional decisions. All teachers in core subjects will use standards based grading. The standards that will be measured for each teacher are identified in the curriculum used by the school. The curriculum was created collaboratively with teachers using district provided curriculum as a starting point.

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

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

Professional development will focus on student engaged assessment.

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

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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>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</th>
</tr>
</thead>
</table>

2018-19 CEP
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. The School for Tourism and Hospitality, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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

The School for Tourism and Hospitality 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;

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

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

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

The School of Tourism and Hospitality, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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);

II. 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 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>
</table>

This school is (check one):
- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______

2018-19 CEP
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

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

Begin description here: ________

**Rationale**

Analysis of Regents results indicate that ELLs continue to struggle with literacy skills.

1. On the ELA Regents, 11% of ELLs scored a 65 or higher. Excluding ELLs, the school's pass rate for the exam was 60.9%. ELLs performed substantially lower than the whole school in questions aligned to the following reading:
   - Anchor Standard 5: Analyzing the structure of the text and its development (-31%)
   - Anchor Standard 2: Determine a central idea and its development (-24%)

2. On the Global History Regents, while the overall pass rate for the Global History Regents exam was 19.5%, 0 ELLs passed the exam. ELLs particularly struggled with writing the DBQ essay. 35% of ELLs scored a 1 on this essay, which was twice as high as the schoolwide average.

3. There are 7 students in cohort S who are still receiving ENL services. Of those students, 5 out of 7 students have earned at least 30 credits. The two students who are behind on credits have attendance rates less than 25%. However, all of these students are off-track in terms of exam status. Similarly for Cohort T, there are 14 students who currently receive ENL services. For those students, 11 of 14 have received 10 or more credits per year. However, 10 of 14 are off track in terms of progress on Regents exams.

**Subgroups and Grade Levels to be Served**

Program is designed to assist our ELLs in the language fluency that is necessary to understand these concepts, and access the content heavy material. We offer Saturday Academy to our Spanish-English bilingual students. The academy will be offered in two sections; one to prepare students for the January Regents and a second session to prepare students for the June Regents. The academy will meet a minimum of 20 Saturdays. Each session will meet for a minimum of 3 hours. from 9:00am to 12:00pm The academy will be staffed by three teachers. Mr. Vela our ENL teacher, Ms. Gonzalez, a bilingual certified teacher, and Mr. Manoatl a Spanish speaking social studies teacher. The sections are as follows:

Section 1. Entering and Emerging students will receive bilingual re-enforcement of concepts taught during the week, with an emphasis on vocabulary development and informational writing. The goal of this section is to enhance their fluency and comprehension by using L1 (Spanish) as a support. Materials will be in both English and Spanish. This course will use Holt McDougall's World History and the Spanish English Guided Reading Workbook. Students will be able to use an electronic translator to better comprehend longer passages where vocabulary usage is not typical. (All materials will be purchased with school funds that are not Title III funds.) This group is approximately 15 students. Teachers will use a variety of instructional...
Part B: Direct Instruction Supplemental Program Information

modalities during these sessions including direct instruction, parallel teaching, and flexible grouping.

Section 2. Transitioning, Expanding and Commanding student's They will be offered a separate section of after school support, which will focus on the concepts that unify Global History as well as using content vocabulary to write those topics. Materials will available in both L1 (Spanish) and L2 (English), though the language of instruction will primarily be English. Students will have access to an electronic translator. (These materials will not be purchased with Title III funds.) This group is approximately 20 students. Teachers will use a variety of instructional modalities during these sessions including direct instruction, parallel teaching, and flexible grouping.

A parent academy will be also utilized to help build language support in families. This academy will be run for a minimum of 6 Saturdays or evenings throughout the course of the year. Each session will last 3 to 4 hours depending on the content. The academy's topics will be determined based on a parent survey which will be sent home to parents in November 2018.

Attendance and notification records for student and parent activities will be maintained by the school’s ENL Coordinator.

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: _______

As discussed in Section B, above ENL students continue to perform substantially below their peers on state examinations. In addition, an analysis of NYSESLAT testing data indicates that there is a substantial gap between student performance on the speaking and writing portions of the exam. Students are able to speak English at a much higher level than they are able to write it. There are three teachers who will be primarily involved in the administration of the program. The teachers are Abel Vela, Brenda Gonzalez, and Cristian Manoatl. These teachers will receive the following professional development:

1. On going school-based coaching on utilizing the Hochman Writing Method to support ENL students;

2. DELLSS offers a variety of professional learning opportunities, which two of our teachers will attend. These teachers, Abel Vela, ESL teacher and Brenda Gonzalez, SpEd teacher who works with our SpEd/ELL population will turnkey this training to all other staff members during our weekly professional development. The topics and dates of PD sessions offered by FSC are to be determined.

School-based coaching will be provided by Jay Langkamp, our assistant principal for instruction, and Brenda Gonzalez who has experience implementing the Hochman programs. Topics include supporting student writing. Professional learning will not involve additional expenses. Mr. Langkamp will maintain records of the assistance that he provides, and attendance/agendas will be provided for meetings.
Part D: Parental Engagement Activities

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

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

Begin description here:

The vast majority of our ELL parents speak Spanish as their first language. We do have a growing and every year changing population of students from African countries, whose parents speak low-frequency languages. In order to better inform of the work that their children are doing, especially as it relates to the Common Core, we are going to purchase ECTACO Partner 13MT900 Grand Multilingual Talking Electronic Dictionary and Audio PhraseBook, or a similar program. (Title III funds will not be used for this resource.)

This will provide for translation for parents into 183 languages, including many African Languages. With this translator, we will be able to send home class newsletters in the appropriate languages and make full use of the parent notification tools available via online gradebooks but providing indepth information in the appropriate languages. This home-school connection is vital when sharing with parents the news of their children's and triumphs.

In August we will hold a newcomer orientation for parents of students entering our Freshman class. The orientation will be conducted by Ms. Gavin (a bilingual certified teacher) and the school's guidance counsellor (Ms. Ibrahim). During orientation, we introduced parents to the credits accumulation process, Regents expectations, and the assistance their children will receive in transitioning to high school as well as to post-secondary education/career.

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

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

Records will be maintained including agendas, attendance sheets and invitations in parents’ preferred languages by the facilitator of the program in an ENL binder.
**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th></th>
</tr>
</thead>
</table>

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|------------------|-----------------|-------------------------------------------------------------------------------------------------
| Professional salaries (schools must account for fringe benefits)  |
| • Per session | 12,366 | All per session hours used in this plan will be used for pedagogues who directly providing services to students and their families as outlined above. |
| • Per diem |  |
| Purchased services |
| • High quality staff and curriculum development contracts. | 0 | N/A |
| Supplies and materials |
| • Must be supplemental. | 0 | N/A |
| • Additional curricula, instructional materials. |  |
| • Must be clearly listed. |  |
| Educational Software (Object Code 199) | 0 | 0 |
| Travel | 0 | 0 |
| Other | 0 | 0 |
| **TOTAL** | **12,366** | **12,366** |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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>08</td>
<td>Bronx</td>
<td>559</td>
</tr>
</tbody>
</table>

School Name: School for Tourism and Hospitality

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>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avis Terrell</td>
<td>Jay Langkamp Blayne Gelbman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Catia Cosme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abel VelaeElizabeth Feliciano</td>
<td>Gelithia Grant</td>
<td>East Side House Settlement</td>
<td>Carron Staple</td>
</tr>
<tr>
<td></td>
<td>Parent Diana Ramirez</td>
<td>Field Support Center Staff Member</td>
<td>Other (Name and Title) N/A</td>
</tr>
</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>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
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D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>Transitional bilingual education program (TBE)</th>
<th>Dual language program (DL)</th>
<th>Freestanding ENL</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>Yes ☐</td>
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</table>

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>
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<th>1</th>
<th>2</th>
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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?

   Last year (2016-17) we utilized several assessments to assess the literacy skills of our ELLs. These assessments included a schoolwide literacy assessment, state test scores, and teacher-created assessments. These assessments demonstrated that entering and emerging students are reading far below grade level and that they need additional support in both reading and writing. Progress was monitored throughout the year.

   This year (2017-18) in addition to the above assessments, we will use STAR 360 to assess reading levels and provide teachers with appropriate recommendations based on the assessment data.

2. What structures do you have in place to support this effort?
Our schoolwide assessment plan includes regularly scheduled common assessments. The common assessments include a general ELA assessment as well as ELL assessment specifically for ELLs who are Entering or Emerging. The analysis of these commons assessments are supported by our daily schedule which includes time everyday for teachers to meet around various school needs including planning to meet the needs of ELLs based on assessment data.

Additionally, as part of schoolwide instructional focus on assessment,

Similarly, 15% of our professional learning opportunities are directly related to supporting English Language Learners. These activities include analysis of state test scores, common assessment results, and in class assessments. In these professional learning opportunities teachers learn to plan for the needs of ELLs.

Our ENL coordinator is responsible for ensuring that the assessments that are planned for the assessment calendar are carried out. Both ENL teachers work collaboratively with teachers around planning of lessons.

Finally, when conducting observations as part of the ADVANCE system teachers are given specific feedback related to planning including using assessment data to plan for the needs of ELLs.

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?

Summative assessments that are being used to identify baseline, progress and areas of need include state exams (Regents and NYSESLAT), common assessments, ELL Periodic assessments, and teacher made departmental and classroom assessments.

These assessments indicate that ELL students

4. What structures do you have in place to address interventions once the summative data has been gathered?

Following each state exam regents results of ELLs are analyzed as part of the schoolwide assessment. A protocol is followed for the assessment which includes setting specific schoolwide, departmental, and classroom goals.

In addition, our school uses Jump Rope as part of our standards based grading policy. With this tool we are able to specifically monitor the progress of goals based on standards aligned assessments.

Professional learning opportunities address the specific goals that are related to the data analysis. The topics for these PLOs are selected based on our ongoing data analysis and protocol.

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].)

Our school analyzes both Regents exams and the NYSESLAT to evaluate and inform our ELL programs. Specifically the analysis extends beyond score breakdown to include performance based on standards and identifying, when possible, areas where our students are under-performing city averages. This analysis is then used to modify programs to meet student need.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Analyses of Regents exams are created as part of professional learning so that teachers are involved in the analysis. The results are then shared with the staff as a whole and are referred to during other professional learning opportunities.
Through the use of the Progress to Graduation Tracker and individual transcript review, the school closely monitors the performance of students on an individual basis. Through this tracking program, programs are monitored and revised.

## 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.
      In our freestanding ENL program, students are programmed primarily in homogeneous groups for the standalone classes without reference to grade level. For integrated ENL services, students are in heterogeneous groups primarily by grade groups. There is not intentional use of block programming. However, given the limited number of course offering, students of the same language proficiency and grade level are frequently in the same classes.
   b. TBE program. *If applicable.*
      N/A
   c. DL program. *If applicable.*
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Students at the entering level are programmed for two units of stand-alone ENL and are scheduled for one unit of integrated ENL in an ELA class. Students at the emerging level are scheduled for two .5 units of stand-alone ENL and one unit of integrated ENL in an ELA class. Students at the transitioning level are scheduled for .5 units of stand-alone ENL and a minimum of one unit of integrated ENL in an ELA class. Students at the expanding level are scheduled for a minimum of one unit in integrated ENL in an ELA class. Students who have tested commanding within the past two years are scheduled for a minimum of 1 unit in integrated ENL in an ELA class.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   All classes are taught in English. Teachers in content areas use some translated materials or leveled reading materials to help students access the content. The students have access to translators and dictionaries. In addition, the ENL teacher, along with several other staff members, speak Spanish, which is the home language of all beginning and intermediate students, and translate key words to assist students. Teachers use images to create a context for the lessons. Sentence starters and writing prompts are used throughout the content areas.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Teachers are provided with resources to ensure that translated materials are available for students in their home language when appropriate.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
d. Long Term

   Long Term ELLs up to two years after exiting ELL status

   a. SIFE in high school are intellectually able to comprehend the assignments but have difficulty completing them because of the gaps in their education. Because the teaching staff has common planning time, we are able to identify specific skills that need reinforcement. As a part of the push-in service, the ENL teacher is able to work with small groups or individual students to rectify these gaps and provide further instruction/scaffolding to fill in the holds. SIFE are also referred to after school tutoring to further target and eliminate academic gaps.

   b. Newcomer ELLs are placed in two hours of ENL daily, one hour of free-standing ENL and one hour of integrated ENL. They take their content area classes together. During the ESL class, time is dedicated to working on content area vocabulary and tasks. Content area teachers offer tiered assignments to allow newcomer ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. They use dictionaries, translators, and bilingual materials. They are offered the option of taking mandated exams in English or in their native language. Each year they are given the NYSESLAT.

   c. Developing ELLs who have received service for four to six years are placed in daily, hour long ENL classes or in Integrated ENL classes, depending on their level. Because of the size of our school, they often take classes together. Content area teachers offer tiered assignments to allow ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. They use dictionaries, translators, and bilingual materials. They are offered the option of taking mandated exams in English or in their native language. Each year they are given the NYSESLAT.

   d. Long-term ELLs take daily hour long ELA classes. Because of the size of our school, they often take classes together with other ELLs and have additional support through Integrated ENL. Content area teachers offer tiered assignments to allow ELLs the ability to acquire vocabulary and English language skills, and demonstrate their knowledge of content. They use dictionaries, translators, and bilingual materials. They are offered the option of taking mandated exams in English or in their native language. Each year they are given the NYSESLAT.

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

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?

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

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?

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

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.

   Currently, newcomer ELLs have class time dedicated to developing the content area vocabulary that will allow them to succeed in the content areas. In addition, the ESL teacher provides push-in support for ELLs and FELLs in accordance with the CR 154. Students can attend after school tutoring as well as a Title III program, focused on supporting the linguistic skills necessary for success in the History classroom.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

An analysis of our most recent Regents results found that of the 7 students who were at the expanding level, 0 student moved to a commanding level. Further analysis indicated that these students were not making progress in the area of speaking and listening and, like all ELLs, were struggling with the writing portions of the exam. As a consequence, the school will implement and assess the academic conversations protocol that we introduced last year. In addition, we have created a model classroom that will focus on improving writing instruction. Teachers will engage in a structured professional learning activity related to supporting writers.

Given the increasing number of ELLs at our school, the school has also added a second ENL teacher. This additional staff will allow us to continue to offer small group settings. Based on NYSESLAT and Regents analysis, Regents prep opportunities will be revised to provide specific support to ELLs in the area of writing.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are invited to join all after school activities and programs. Activities (sports and clubs) are explained to students in the home language if necessary, as are the expectations for joining that activity. Supplemental programs such as Title III, Saturday school, and extra help are explained in the home language to the students and information about these programs is sent home to parents in their preferred language. Parents also receive phone calls regarding opportunities for their children.

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.

All content area classes are taught in English. During staff wide common planning time, teachers are able to share strategies to assist all ELLs. Using our NYSESLAT data, we can see that our students need greater support in the areas of reading and writing. Across the school we are using Achieve 3000, which is available in English and Spanish, to build reading comprehension skills as well as learn content area material. We are also implementing the Collin Writing Program to provide structured writing development. All classrooms are equipped with a projector, document reader, and have access to either iPads or laptops. This allows teachers to present materials in a variety of ways including traditional texts, tiered texts, videos, quizzes, and games.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Currently, both ENL teachers are Spanish speaker, who works with students and teachers to help transition students between the two languages. There is no formal home language program at this time.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Required services support and resources correspond to ELL’s ages and grade level. Everything is tailored to the challenges facing incoming Freshmen as they transition from middle school to high school or Sophomores and Juniors as they continue to accumulate credits and take Regents.

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?

All content area classes are taught in English. During staff wide common planning time, teachers are able to share strategies to assist all ELLs. Using our NYSESLAT data, we can see that our students need greater support in the areas of reading and writing. Across the school we are using Achieve 3000, which is available in English and Spanish, to build reading comprehension skills as well as learn content area material. We are also implementing the Collin Writing Program to provide structured writing development. All classrooms are equipped with a projector, document reader, and have access to either iPads or laptops. This allows teachers to present materials in a variety of ways including traditional texts, tiered texts, videos, quizzes, and games.

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).
Incoming freshmen are offered the opportunity to attend a Summer Bridge program. Information regarding this program is mailed to parents and phone calls are made in the parent’s preferred language. During Orientation, our CBO, Eastside House, works with groups of students to help them meet other students and prepare for high school. One group is offered by Eastside’s bilingual counselor, Ms. Vargas. In addition, all freshmen and students who enter the school throughout the school year are assigned a counselor through Eastside House. Ms. Vargas works with all ELLs. She also works with students weekly during their Advisory period.

17. What language electives are offered to ELLs?
American Sign Language and French were offered in 2016-17. Spanish will be offered as a foreign language in 2017-18.

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)?
   N/A

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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?
   The professional development plan for ELL personnel is based upon the needs of the students. DELLs routinely offers training as do other groups associated with the DOE. When an area of challenge becomes apparent, the ENL teacher looks for opportunities to grow either through formal PD, online webinars, or through reading research and case studies. In the past two years, ELL teachers have attended PD from the Bronx Field Support Center, QTEL, DELLs the Department of Innovative Professional Development, Fordham University, and Language Access Coordinators. School wide, we have used the Collins Writing Program to help all students. We are currently reading Leaders of their Own Learning as the keystone text that guides how we think about teaching students with various needs.

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.
   All students, including ELLs are invited to New Student Orientation during the summer, as well as Summer Bridge. All freshmen are assigned an advisor to help them transition to high school. ELLs who enroll throughout the year, regardless of their grade level, will also be assigned an advisor to help them transition. The ENL teacher routinely goes to professional development during the school. Upon return, she uses the teachers' professional development time to turnkey these strategies to other teachers. For each professional development she attends, she has an agenda and usually other materials. These are used when providing turnkey PD to other staff members and are maintained with the agendas and attendance for each meeting.
### Parental Involvement

1. **How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas?**
   
   Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
   
   Annual Individualized meetings with parents of ELLs are held throughout the year during Parent Contact time. If the parents need to meet at a different time, meetings are set up during the school day. Most of the parents speak Spanish, which the ENL teacher speaks as well. Whenever possible, on staff interpretation is used for other languages. In the event that a parent needs interpretation, we use the Interpretation hotline. Many parents come in several times during the year to meet with the ENL teacher regarding their child's language acquisition, strategies and activities to try at home, as well as their overall academic progress.

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.**

   The school has an open door policy. Parents are invited to visit at any time. They can reach teachers and staff via phone as well. All student grades are provided to parents via Engrade pro. The PTA is open to parents of ELLs.

### 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.

N/A
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, Avis Terrell, 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

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<tr>
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<td>Jay Langkamp</td>
<td>Assistant Principal</td>
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<td>7/27/17</td>
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<td>7/27/17</td>
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<td>7/27/17</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 3x559  School Name: School for Tourism and Hospitality  Superintendent: Carron Staple

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>Norma</td>
<td>Martinez</td>
<td>Parent Coordinator</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.

   There are multiple methodologies to assess the language preferences of our parent community.

   For students who are new to t

   Each year we ask parents to complete emergency cards, which request the parents’ preferred written and spoken language. When students are enrolled, either as freshmen or new admits, we work directly with parents to determine their preference.
In addition, we access a variety of ATS reports that include home language and use those reports to plan for communicating with parents.

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>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
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</tbody>
</table>

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.

None

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>STH Parent Guide</td>
<td>September 10, 2017</td>
<td>Spanish translations will be provided to parents. The translation will be created using the services of our CBO and our parent coordinator.</td>
</tr>
<tr>
<td>Progress Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Calendar</td>
<td></td>
<td></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>
</thead>
<tbody>
<tr>
<td>Student Led Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Nights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Award Ceremonies</td>
<td></td>
<td></td>
</tr>
</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.)

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

Part 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?

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