The School Context

High School for Hospitality Management is a high school with 427 students from grade 9 through grade 12. The school population comprises 21% Black, 70% Hispanic, 2% White, and 5% Asian students. The student body includes 8% English language learners and 2% special education students. Boys account for 29% of the students enrolled and girls account for 71%. The average attendance rate for the school year 2013-2014 was 82.4%.

School Quality Criteria

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<thead>
<tr>
<th>Instructional Core</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Findings</td>
<td>Proficient</td>
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<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Focus</td>
<td>Proficient</td>
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<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Findings</td>
<td>Proficient</td>
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<th>School Culture</th>
<th>Area of:</th>
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<td><strong>To what extent does the school...</strong></td>
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<td>3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations</td>
<td>Additional Findings</td>
<td>Proficient</td>
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<tr>
<th>Systems for Improvement</th>
<th>Area of:</th>
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<td><strong>To what extent does the school...</strong></td>
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<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Celebration</td>
<td>Well Developed</td>
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Findings
All teachers are engaged in professional collaborations that strengthen teacher instructional capacity and embed teacher leadership opportunities.

Impact
Teacher voice in key decisions regarding curricula planning, professional development, youth development, have resulted in instructional coherence that affects student learning across the school.

Supporting Evidence

- The principal stated that he is committed to a distributed leadership model. Each team has a leader and co-leader who meet with the principal individually and collectively as team leaders to discuss instructional initiatives, progress on goals, and professional development topics. Teams that include all teachers are: grade, department, and Comprehensive Education Plan (CEP) team. In the grade teams, teachers engage in inquiry around the academic and personal behaviors aligned to the Citywide Instructional Expectations. Department teams were engaged in developing discussion and questioning strategies to implement in their classrooms to increase the level of higher order thinking and engagement, as well as refining tasks that implemented Common Core learning based on cycles of looking at student work. Cycles of inter-visitations are coordinated to support teachers developing skills and strategies around questioning and discussion to increase student engagement and impact student achievement. The CEP team is responsible for supporting school culture and take leadership roles in creating events, implementing initiatives, developing incentives for students to participate in extra-curricular activities and play active roles in the school community.

- Another team that was highlighted is the youth development team that includes a social worker, guidance counselor, and dean of students who provide professional development for teachers and social/emotional support for students. The focus of this work is the development of faculty to support students’ emotional/social issues, and making students feel they are part of a caring community who are supported academically, emotionally, and socially. Students in the student meeting stated that school felt like family, and that teachers knew them very well.

- The school promotes teacher-led professional development. Teachers conducted professional development workshops highlighting best practices aligned to the Danielson Framework for Teaching. School leaders continue to create opportunities for teachers to have voice in their own professional learning and have input on school-wide decisions that affect student learning.
## Area of Focus

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<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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### Findings
Across classrooms, teaching practices are aligned to the curricula and reflected an articulated set of beliefs about how students learn best and promote student-to-student collaboration and discussions.

### Impact
Pedagogy across classrooms reflected strategies aligned to the Danielson Framework for Teaching that engage students in high levels of student thinking and participation in the development of student work products. However, these practices were not observed across the vast majority of classrooms.

### Supporting Evidence
- In a ninth grade English language arts class, students were engaged in a Unit on Dystopia. The Do Now of the lesson was to: “Develop an argument: which society would be more beneficial to its citizens, Harrison Bergeron’s society or the City of Omelas?” This activity became a springboard into the lesson as students were required to analyze the texts they were reading to develop an argument. The teachers had students share with a neighbor before facilitating a classroom discussion where students highlighted evidence to support their argument. Students responded to each other with the teacher guiding the discussion acknowledging student responses and finally assessing student positions with a “thumbs up or down if you would stay or leave the Omelas”. The lesson transitioned into collaborative group work where students moved to pre-arranged groups to work on a graphic organizer called a “Discussion Web” and discuss the idea of equality citing evidence from the text.

- In a science class, students were learning about Sensory Evaluation. The aim of the lesson was, “How do we collect and analyze data for a taste test lab?” Students were designing their own sensory evaluation based on information and data they had collected in a prior activity. Students were able to articulate the process of conducting a controlled experiment where they choose one variable, identified what question they were trying to solve, and identifying a hypothesis. Students were engaged in discussions utilizing the academic language, defending their findings, and documenting the steps they would use to carry out the experiment. The activity reflected high levels of student thinking and participation in the task. However, this level of student engagement was not observed across all classrooms.

- In a Sustainable Tourism lesson, students were asked to read a text “About Martha’s Vineyard”. The teacher asked comprehension questions from the text such as: “What method do most people use to get to the island?”; “What is the island’s most popular attraction?” The lesson transitioned into group work where students filled out a table to capture data based on what they had read. The task was easy for some students and did not reflect that same level of student thinking that was observed in other classes.

- The school’s instructional focus is to increase questioning and discussion practices to promote higher levels of student thinking through the use of Webb’s Depth of Knowledge and the development of discussion protocols to increase student participation. In every class, teachers had developed lesson plans that reflected high-level questions to drive discussions and included activities that promoted student discourse. However, teaching strategies to stimulate discourse were inconsistent and led to missed opportunities.
**Additional Findings**

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<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**
School leaders and faculty utilize various resources to develop Common Core aligned curricula that consistently emphasize rigorous habits and higher-order skills.

**Impact**
All students including English language learners and students with disabilities are engaged in rigorous tasks that promote college and career readiness as a result of purposeful decisions made in incorporating Common Core Learning Standards (CCLS) and the instructional shifts.

**Supporting Evidence**
- Faculty across all departments has utilized resources from the EngageNY website to guide the development of unit plans, topics, ideas, and suggestions. Teachers work in departments to engage in curriculum development to review curriculum maps to ensure alignment to CCLS. The English department has developed a new grade nine through twelve English language arts scope and sequence and has focused on the instructional shifts and incorporating text-based responses and writing from sources.

- Lesson plans reviewed demonstrated alignment to Common Core Learning Standards, included learning objectives, and stated Aims that were aligned to Webb’s Depth of Knowledge Levels, for example “How does geography influence the development of society?” and in another plan, “What evidence do we have that racial inequality still exists today?”. Learning objectives in a ninth grade English Language Arts class expected students would be able to look at both sides of an argument, use textual evidence to support their claims, and make inferences from text.

- The science and social studies departments focus on literacy strategies and incorporate evidence-based writing such as, the Claim Evidence Reasoning (CER) method) primarily in Living Environment and Global History ninth grade courses. The math department is aligning curricula to the instructional shifts by focusing particularly on coherence and fluency.
Findings
Teachers across grades and subject areas create assessments and rubrics aligned to the school’s curricula, and use common assessments to determine student progress.

Impact
Teacher feedback to students supports student progress, and assessment results are used to adjust curricula and instruction.

Supporting Evidence
- Department teams analyze data from Regents exams and use item analysis to inform curricula modifications and refinements. Teachers articulated that assessments were aligned to Regents exams and common midterms, unit exams, projects, and mock Regents’ exams were administered to inform student progress toward goals and to adjust instruction. Teachers identified that students struggled with academic vocabulary and incorporated academic vocabulary into unit plans and implemented strategies to connect key ideas and concepts to content specific vocabulary as well as target tier 2 words.

- Targeted intervention strategies are developed based on student summative and formative assessments. For example, additional supports were placed in ninth grade math classes as a result of identifying students that had skill deficits in baseline assessments. A Saturday Academy and after-school tutoring were put in place to support at-risk students identified as a result of additional assessments and review of student work. Data spreadsheets track student progress and the principal uses scholarship reports to monitor student achievement.

- English teachers administered the NYC Performance Task to 9th, 10th and 12th grade as part of their Measures of Student Learning. Results were analyzed and used to develop vertical coherence by identifying key skills students required in order to master tasks related to argumentative writing, an area where students struggled. The development of the CER Rubric (Claim, Evidence, Reasoning) was developed as a result. Teachers used rubrics to provide students with clear, actionable next steps on their work. For example, seen on a student work product was a “sticky note” that stated; “Good textual evidence and interpretation” and Next Steps “Develop analysis even further and be sure to have a clear closing sentence”. Students stated that teachers took the time to provide them with feedback on their assignments and that they had rubrics for all their projects and major assignments. They highlighted that teachers posted grades and comments using an online student management system.
Findings
School leaders and faculty have established a culture for learning that promotes expectations that are connected to a path to college and career readiness for parents and students and have developed a system of accountability so that all stakeholders meet those expectations.

Impact
Ongoing feedback to all students aligned with detailed guidance and advisement supports prepare students for the next level while parents are informed of their children's progress toward high expectations. Structures and supports for faculty ensure that they promote this culture for learning.

Supporting Evidence
• The school uses a variety of strategies to communicate high expectations to parents. Some examples of parental outreach include monthly school calendar of events and a school website with links to teacher pages and online calendars. The school refined the content of the parent workshops based on parent feedback. For example, workshops on accessing Jupiter Grades online student management system and understanding requirements for high school promotion and graduation were conducted to help parents understand their child’s progress. This year, they have also expanded their efforts through the Friday Parental Outreach time. Automated phone calls and emails translated into home languages are distributed to inform parents about various events and activities throughout the school, such as to announce the beginning of Regents Prep and provide weekly reminders of Saturday Academy.

• The expectations for teacher leadership and teacher teamwork have resulted in a culture for learning. This year, each team has at least two team leaders who are able to lead the team. Teacher surveys are used to inform professional development and use feedback comments to refine how content is delivered during these sessions. Through regular walk-throughs and classroom observations, school leaders provide teachers with timely feedback to improve pedagogical practices.

• To enhance communication between student and teachers an email domain was created. Teachers are also integrating this to collect assignments and provide student feedback on their work. Work-based learning opportunities for students through the Hospitality, Culinary, and Teaching Assistant programs promote students’ development of professional skills for their post-secondary lives.