



HUMANITIES PREPARATORY ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M605

ADDRESS: 351 W. 18TH ST., NEW YORK, NY 10011

TELEPHONE: (212) 929-4433

FAX: (212) 929-4445

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M605 **SCHOOL NAME:** Humanities Preparatory Academy

SCHOOL ADDRESS: 351 W. 18th St., New York, NY 10011

SCHOOL TELEPHONE: (212) 929-4433 **FAX:** (212) 929-4445

SCHOOL CONTACT PERSON: Julie Conason **EMAIL ADDRESS:** JConaso@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christina Kemp

PRINCIPAL: Julie Conason

UFT CHAPTER LEADER: Laurie Gaughran

PARENTS' ASSOCIATION PRESIDENT: Tanesha Reid

STUDENT REPRESENTATIVE:
(Required for high schools) Sherrieka Bryan

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 102

NETWORK LEADER: Alison Sheehan/Joe Cassidy

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Julie Conason	*Principal or Designee	
Laurie Gaughran	*UFT Chapter Chairperson or Designee	
Tanasha Reid	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jenny Navasky	DC 37 Representative, if applicable	
Sherriecka Bryan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christina Kemp	Member/Chairperson	
Nancy McKeever	Member/Parent	
Ruben Quinones	Member/Parent	
J. Michael Wallop	Member/Parent	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Humanities Preparatory Academy (hereafter referred to as "Prep") is a small school by design, created to have a student body of approximately 180 students, grades 9-12. Founded as a program of the old Humanities High School, four years later Prep became a public school. Prep is a member of the Coalition of Essential Schools and New Visions for Public Schools.

The personalized, college-preparatory learning experience we offer to our diverse student body is considered a trailblazer in the national small schools movement. Teacher-designed curricula and an interdisciplinary multi-age approach, student-centered strategies of teaching and learning, portfolios and performance-based projects as the primary form of assessment are all part of our approach. Our social curriculum involves intensive student participation in the development of a democratic community through a restorative justice model. We foster an internalized sense of ethical leadership for all students.

Through Reso A Grants, the school provides student computers in every classroom, with a student-to-computer ratio of four to three and full Internet capacity on a student network. Five SmartBoards and five LCD projectors are utilized regularly for instruction in all disciplines. A newly renovated Science Demo Room was provided to us through a \$250,000 Reso A grant and provides all demonstration lab capabilities plus full student participation. The room contains a built-in Smart Board as well as Mac desktop computers.

Our Academic Intervention Service program continues as it has in previous years, with some concessions to impending budgetary necessities. Several initiatives continue including SAT preparation and college support. After-school study provides tutoring and the AIDP program provides support for attendance initiatives including intensification of home contact. College courses are offered through NYU, the New School and the College Now program.

Our budget is supplemented with support from the Coalition of Essential Schools (CES), the Lesbian/Gay/Bisexual/Transgender Community Center, HealthCorps, and an anonymous foundation grantor. This provides direct funding for after-school programs and credit recovery, as well professional development opportunities for staff. Educational partnerships also include Google and the FIRST Robotics program, and HealthCorps through Dr. Mehmet Oz.

Professional development this year includes our partnership with The New York City Writing Project (NYCWP). Our NYCWP consultant, Alison Koffler-Wise, is with us for one school day per week, and is sometimes here on Wednesday afternoons for full-staff PD, utilizing the expertise of veteran staff as well as those from outside the school. On-going professional development is provided by Alison, principal Julie Conason, PD coordinator Kate Burch, and other members of the staff, including the Inquiry Team. Other PD opportunities are provided by the New York Performance Standards

Consortium's Center for Inquiry and the Coalition of Essential Schools. Our PD work is internal, involving weekly meetings and two weekend retreats, and external, requiring extensive networking with teachers, administrators, parents and students from other schools.

Prep is a founding member of the New York Performance Standards Consortium. Our performance-based assessment practices teach the skills that students will need for success in college and post-secondary work. In recognition of our successful implementation, the NYSED has waived the requirement that our students take the Regents' examinations with the exception that our students must pass the English Language Arts Regents exam as one of their diploma requirements. This waiver is in effect through the graduating class of 2013.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. **PLEASE SEE SDAS 2009-2010 on the Humanities Preparatory Academy NYCDOE webpage/portal, http://schools.nyc.gov/documents/oaosi/cepdata/2009-10/cepdata_M605.pdf**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:									
District:		DBN #:		School BEDS Code:					
DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes				Principal Suspensions			
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions			
Number all others				<i>These students are included in the enrollment information above.</i>			
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs				Number of Staff: Includes all full-time staff			
# receiving ESL services only				(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs				Number of Teachers			
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

We have, during our most recent review of all available data for Humanities Prep, identified a number of performance trends that give us strong indicators for school goals in specific focus areas. As our school is a member of the NY Performance Standards Consortium, we do not graduate students by Regents examinations other than the ELA Regents, but instead by Performance Based Assessment Tasks (hereafter known as PBATs), which must be completed in each major academic discipline. We have recently begun in-depth analysis of PBAT scores based on each department's PBAT rubric. This data is recorded alongside ARIS data on an accessible school spreadsheet which we use for periodic data review both as a whole school and in departments. As a staff, we have spent significant time and resources analyzing a variety of other student information sources including attendance data, graduation data, credit accumulation and ELA Regents data.

In addition to a variety of strengths and positive trends noted below, we have examined areas for improvement. Significant for us as a staff is that across disciplines, one of the lower performing areas on PBAT rubrics is in conventions of writing and language use. Therefore it is our goal that we seek to achieve a 5% increase overall in student conventions of writing and language as gauged on PBATs. In addition, each department has determined an area of the rubric in which they plan to improve instruction, the success of which will be judged by student outcomes on the current school year's PBATs.

Our greatest accomplishments over the past couple of years include strong positive data trends in attendance and graduation rates. Attendance has risen from 79% to over 90% during a two-year period. Our graduation rate has gone from 43% in 2008 to 66% in 2009 to 81% in June of 2010. While it's important to bear in mind that numerical data skews easily in a school of less than 200 since the sample always remains relatively small, the trends, however, are still relevant. Less dramatic but still displaying strong positive data are our trends in credit accumulation and ELA Regents scores. We believe that targeted school-wide action taken in each of these areas (attendance meetings with families, student tutoring and reading initiatives) have been the factors that account for these positive trends. During school year 2009-2010 Humanities Preparatory Academy received a "Proficient" on our School Quality Review, and a "B" on our Progress Report. Our NCLB/SED status is "In Good Standing."

At this point, the most significant aid to continued school improvement is the strength of our experienced and dedicated teaching staff. Staff spends time each week in staff meetings and inquiry groups, working on ways in which we can improve teaching methodologies, student outcomes and school community services as a whole. It is our firm belief that the most significant barrier to continued school improvement is financial. Recent budget cuts have been devastating, forcing an increase in class size and a decrease in supplemental services of various kinds. As a “staff-run” school with only one administrator, the burdens of administrative work are increasing with little or no capability to relieve administrative work loads in order to focus more deeply on teaching. Despite this reality, the school has made some significant gains. However, it is difficult to imagine how long we can sustain progress while facing the threat of even greater budget losses.

Needs that we have identified via various school assessment tools available to us (inquiry groups, the School Quality Review, the Progress Report, School Surveys, and informal school community information) include but are not limited to the following:

- **The need to have an online method for collecting and analyzing a variety of student data, including ELA Regents scores, PBAT scores, student interventions and other salient information which can inform both instruction and policies that promote strong student outcomes,**
- **Continued work on our schoolwide culture of literacy, an initiative which has borne fruit and can only grow as we increase focus in this area,**
- **The codification of our course offerings into a cohesive vertical curriculum which provides evidence of both depth and breadth in the high school continuum at HPA,**
- **Continuity in our work on deepening student engagement, response and discourse in our classrooms via differentiation, inquiry-based work and other methodologies, and**
- **An increased level of parent participation in the school community, to foster student growth and achievement in all academic and affective areas.**

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual School Goal #1: To create an online data collection system for review and analysis of student academic performance trends and patterns for groups, subgroups and individual students; to implement a formal staff practice/procedure for data analysis and utilization in a systemic manner in order to make strategic decisions regarding classes and instruction. This online data system will be in place by midyear; staff will be proficient in accessing and using the system both in groups for systemic staff review and individually. This goal specifically addresses an aspect of our School Quality Review which needs attention.

Annual School Goal #2: Expansion and Enhancement of HPA's Schoolwide Reading Policy; a plan to enhance student reading to a degree that improves ELA Regents pass rates, shares the infusion of literacy practices across all disciplines, and creates stronger reading/writing connections throughout the school community. This plan includes the following projected outcomes:

- All classes will require a minimum of 1 book or its equivalent per semester;
- Class reading expectations will be clear in all syllabi, posted on our school website as well as outside classrooms to foster a more dynamic reading culture.
- Students will be expected to read 5 books a semester or 10 books per year. Outside of class and in advisory, students will continue to read books of choice.
- When teachers assign numerous books in a semester, they inform their colleagues so as not to burden students with unrealistic reading deadlines/expectations.
- Prospective and incoming students are informed of reading expectations, but not before we have a chance to gauge their abilities and feelings about reading. We will not discriminate against reluctant or non-readers.
- Literacy research will be conducted via inquiry work this year across all disciplines.
- Students will conduct at least one book-talk per year in advisory.

Annual School Goal #3: To Create Vertical Curricula in All Disciplines in Alignment with Core Curriculum Standards. HPA has traditionally been able to offer a rich and diverse series of classes in all subject areas. At this point in the school's growth, we are ready to create a continuum of study with these course offerings in each subject area so that we can ensure that all of our students have a strong grasp of the key concepts, understandings and skills in humanities, arts and sciences that they will need in order to succeed both in college and in the larger world. To that end, our programming this year will take into account the need for every department to have common planning time in order to work on a vertical curriculum. We expect to have made strong progress toward a completed vertical curriculum by the end of the current school year, if not to have it completed in its entirety. We have an

exemplar in the vertical curriculum created by the science department last year, which was one of our CEP goals for 2009-2010.

Annual School Goal #4: To Expand and Enhance Student Engagement in Every Classroom:

Each teacher defines one or two specific personal goals to enhance their professional practice as educators. Each of these goals are, in some way, related to the task of increasing the level of student engagement in school. Teachers meet with the principal regarding these goals and determine supports necessary for implementing the objective.

Teachers with the same/similar goals are grouped together in small inquiry groups to work as “critical friends” and inquiry partners in defining an inquiry question that relates to the engagement goal. Each group becomes part of the school’s ongoing set of inquiry groups for the year. This goal is somewhat less “measurable” than other goals; however, we believe that our work in this area is both substantive and evident through classroom observation.

Annual School Goal #5: To Strengthen the School/Parent Organization as an Integral Component of the HPA Community:

Traditionally HPA's PTA has met on a monthly basis, attracting a loyal but small number of parents. This year we seek to grow and strengthen our parent organization through a series of coordinated activities. These may include but are not limited to a planned PTA calendar of meetings designed to address parent/family interests, both in terms of learning about school curricula, the college process including financial aid, health topics and teen communication issues; the possible implementation of a monthly family book group evening, when families will come, having read a book together to discuss it with others in the group; and other activities such as last year's flea market, designed to activate and energize our parent community. We expect to see a 5% rate of growth in parent participation in PTA meetings and other parent meetings, such as Student-Led Conferences which are our version of Parent-Teacher Conferences. In our SQR, it was noted that we might work on strengthening our communication with families; this goal is designed to meet that need.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): All Subject Areas

<p>Annual Goal #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To create an online data collection system for review and analysis of student academic performance trends and patterns for groups, subgroups and individual students; to implement a formal staff practice/procedure for data analysis and utilization in a systemic manner in order to make strategic decisions regarding classes and instruction. This online data system will be in place by midyear; staff will be proficient in accessing and using the system both in groups for systemic staff review and individually. This goal specifically addresses an aspect of our School Quality Review which needs attention.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>HPA's Data Team (composed of our Data Specialist and our LEAP Principal Intern) have created an ongoing spreadsheet system to include attendance, middle school testing data from ARIS as well as a variety of performance and other relevant data from sources to include but not be limited to baseline assessments, interim (DYO) assessments, English Regents scores and Performance-Based Assessment Tasks. These documents will be posted for staff read-only access on Google Docs. The Data team teachers will train staff at a series of staff meetings (which are held weekly at HPA) to access and analyze the data gathered in order to make instructional decisions as individuals, programming decisions as student advisors and school programmers, and departmental/schoolwide decisions in teams and as whole staff.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Monies to be allocated for Data Specialist will be utilized in order to provide supplies and per session for the team. Other funds will not be necessary as this work will also rely on systems and equipment already in place (technology funded through RESO A grants; weekly staff meeting already a long-term part of school's existing culture).</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Targeted student performance increases: <ul style="list-style-type: none"> *a 5% increase in all PBAT scores in the area of conventions of writing; *a 5% increase in History PBAT scores in Viewpoint/Evidence; * a 5% increase in English PBAT scores in Critical Lens; * a 5% increase in Science PBAT scores in Design/Revision; * a 5% increase in Math PBAT scores in Logical Reasoning. - HPA data system is fully operative, and can be easily found, accessed and read online - Staff is fully trained to access and use data system; staff/department meetings devoted to utilizing data for inquiry, course planning, student protocols, and planning for instruction take place at least every 6 weeks and are documented thus via notes from staff meetings - Ongoing “student protocols” staff practice is informed by data system, and - Policies both overarching and granular are informed by the information accessible from the data system, i.e. from the level of groups/trends to the level of individuals, from decisions regarding course offerings and type of instruction to decisions regarding planning for individual students. Discussions of data and what we can read into and analyze via existing data become a part of staff culture, and can be seen/witnessed in staff email conversations as well as interpersonally

Subject/Area (where relevant): English Language Arts

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Expansion and Enhancement of HPA’s Schoolwide Reading Policy</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Program/Strategies/Activities:</u> Our two-year initiative to reform HPA’s school reading culture utilizing our inquiry teams and advisory curricula has had reasonable success. Now we plan to enhance student reading to a degree that improves ELA Regents pass rates, shares the infusion of literacy practices across all disciplines, and creates stronger reading/writing connections throughout the school community. Last spring staff members generated a new school-wide reading proposal that built upon the work created over the past two years in advisory and other classes of having higher reading expectations of students and working to create a stronger reading culture. The staff came to consensus on the following points:</p> <ul style="list-style-type: none"> - All classes will require a minimum of 1 book or its equivalent per semester; - Class reading expectations will be clear in all syllabi, posted on our school website as well as outside classrooms to foster a more dynamic reading culture. <p>- Students will be expected to read 5 books a semester or 10 books per year. Outside of class and in advisory, students will continue to read books of choice.</p> <ul style="list-style-type: none"> - When teachers assign numerous books in a semester, they inform their colleagues so as not to burden students with unrealistic reading deadlines/expectations. - Prospective and incoming students are informed of reading expectations, but not before we have a chance to gauge their abilities and feelings about reading. We will not discriminate against reluctant or non-readers. - Literacy research will be conducted via inquiry work this year across all disciplines. - Students will conduct at least one book-talk per year in advisory. - HPA will make use of the building library this year if possible, considering capital construction plan.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>We will use inquiry funding allocated for Fiscal 2011 in order to provide materials and per session time for research regarding the effectiveness of the reading policy in improving overall student performance and particularly graduation rates, which would of course be impacted by increased student performance in classes, ELA Regents and Performance-Based Assessment Tasks. In addition, NYSTL and supply monies will be utilized to ensure that book purchases are adequate to meet the demands of the Reading Policy.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ELA Regents Scores will rise by 5% over last year. This, in turn, will have a positive influence on graduation rates, which are expected to rise by 3%.</p> <p>Over the year, the Principal will see that each advisory has a day that is devoted to independent reading/study. Every student will be able to respond to questions about their reading with books/articles that they are reading for each class, as well as an independent reading book of personal interest that they are reading at all times.</p>

Subject/Area (where relevant): All Subject Areas

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To Create Vertical Curricula in All Disciplines in Alignment with Core Curriculum Standards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Program/Strategies/Activities:</u> HPA has traditionally been able to offer a rich and diverse series of classes in all subject areas. At this point in the school's growth, we are ready to create a continuum of study with these course offerings in each subject area so that we can ensure that all of our students have a strong grasp of the key concepts, understandings and skills in humanities, arts and sciences that they will need in order to succeed both in college and in the larger world. To that end, our programming this year will take into account the need for every department to have common planning time in order to work on a vertical curriculum. We have an</p>

	<p>exemplar in the vertical curriculum created by the science department last year, which was one of our CEP goals for 2009-2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The creation of vertical curricula will be supported both by having common planning time for departments, and by utilizing per session funds for departments to meet on an as-needed basis if additional time is required.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>To have a set of documents available online as well as in hard copy format that delineates a flexible, vertical set of curriculum offerings in each core discipline at Humanities Preparatory Academy.</p> <p>Department meetings where teams of teachers have time to work to create the vertical curricula will happen every six weeks; this will be documented in our staff minute. By the end of the year, these curricula will either be in a draft state for each department, or be completed in their entirety and posted and available on the Humanities Prep website.</p> <p>HPA's Science Department piloted this last year, and the outcome was a two-year repetitive cycle with required courses in Life and Physical sciences, as well as science electives, that could provide a rich series of course offerings for four years of study at Humanities Prep.</p>

Subject/Area (where relevant): All Subject Areas

<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable,</i></p>	<p>To Expand and Enhance Student Engagement in Every Classroom.</p>
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<i>Achievable, Realistic, and Time-bound.</i>	
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Each teacher defines one or two specific personal goals to enhance their professional practice as educators. Each of these goals are, in some way, related to the task of increasing the level of student engagement in school. They meet with the principal regarding these goals and determine supports necessary for implementing the objective.</p> <p>Teachers with the same/similar goals are grouped together in small inquiry groups to work as “critical friends” and inquiry partners in defining an inquiry question that relates to the engagement goal. Each group becomes part of the school’s ongoing set of inquiry groups for the year.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<p>OTPS Inquiry Funds for Fiscal 2011 will be utilized to provide per session and materials in order to support teacher inquiry groups.</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>Graduation rates will increase by 3% over June 2010 graduation rates.</p> <p>Engagement/Inquiry groups will meet regularly, and document their meetings.</p> <p>Each group will present their inquiry findings at staff meeting at a time of their own choosing.</p> <p>Principal will see evidence of teachers working toward individual goals through classroom visits, observations, and meetings.</p>

Subject/Area (where relevant): Parent/Community Relations

<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To Strengthen the School/Parent Organization as an Integral Component of the HPA Community</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Program/Strategies/Activities:</u> Traditionally HPA's PTA has met on a monthly or bi-monthly basis, attracting a loyal but small number of parents. This year we seek to grow and strengthen our parent organization through a series of coordinated activities. These may include but are not limited to a planned PTA calendar of meetings designed to address parent/family interests, both in terms of learning about school curricula, the college process including financial aid, health topics and teen communication issues; the possible implementation of a monthly family book group evening, when families will come, having read a book together to discuss it with others in the group; and other activities such as last year's flea market, designed to activate and energize our parent community.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funds allocated for Parent Involvement will be used in order to provide materials, books and refreshments for these activities.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monitoring of Attendance at PTA and other Parent Functions such as Student-Led Conferences as well as School Gala and other student performance venues</p> <p>A 5% increase in Parent Attendance at PTA meetings</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide

Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	10	12	9	8			17	0
10	7	9	8	7			15	2
11	8	6	5	6	6		14	3
12	9	8	7	10	12		16	2

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Small group One-to-one work Tutoring	Small group: During the school day One-to-one work: During the school day Tutoring: After school
Mathematics: Small group One-to-one work Tutoring	Small group: During the school day One-to-one work: During the school day Tutoring: After school
Science: Small group One-to-one work Tutoring	Small group: During the school day One-to-one work: During the school day Tutoring: After school
Social Studies: Small group One-to-one work Tutoring	Small group: During the school day One-to-one work: During the school day Tutoring: After school
At-risk Services Provided by the Guidance Counselor: Individual sessions	Individual Sessions: During the school day
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker: Individual sessions Counseling Groups	Individual sessions: during the school day Counseling Groups: lunchtime and after school
At-risk Health-related Services: Provided by Mt. Sinai Health Care Clinic on school campus	Mt. Sinai services provided during the school day

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 _____ Number of Students to be Served: _____ 0 _____ LEP 186 Non-LEP

Number of Teachers 13 Other Staff (Specify) 10 _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications. **From year to year, we have few to no LEP students. Therefore our program exists on an as-needed basis, providing an English immersion and enrichment component with tutoring by classroom teachers when the need arises.**

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. **Our ongoing professional development services provided by the NYC Writing Project (described elsewhere in this document) provide a range of enriched literacy activities suitable for all levels and particularly adaptable to second language learners.**

Section III. Title III Budget

N/A – We do not receive Title III Funds

School: 02m605 _____ BEDS Code: 310200011605 _____

Allocation Amount: \$0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)

Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. **Our student advisors, the principal and our parent coordinator develop strong interpersonal personal relationships with families, so that they can best understand and assess translation and oral interpretation as well as other home needs.**
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. **In terms of written translation and oral interpretation needs, we have approximately 11% of family members who require or prefer written translations and oral interpretation in Spanish. In addition, we have 2% of families who require translation in Cantonese. Less than 2% require or prefer translation in French. These needs are well known to members of the school community as our student population is small and information like this is easily disseminated to staff in staff/faculty meetings and via email.**

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. **Both written and oral translation services are provided by in-house staff as well as occasionally staff members from some of our sister schools in the building.**
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. **Spanish Language oral interpretation is provided by the principal, the parent coordinator and the guidance counselor. Cantonese translation is provided by a guidance counselor in the building. French is provided by a teacher on staff.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school is in constant communication with families, and has ensured that all of our families needing translation services know that we can and will accommodate them. In addition to the services specified above, families are aware that if and when necessary we will contact the DOE Translation and Interpretation Unit to supplement the services that we provide in-house. We also utilize DOE documents translated into other languages on an as-needed basis.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		123,389	123,389
2. Enter the anticipated 1% set-aside for Parent Involvement:		1,234	1,234
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 76%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Funds are allocated for professional development; Title I monies are made available for teachers to receive funds for

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Humanities Preparatory Academy's PIP is sent as a separate attachment.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **Please see Section IV, page 13.**
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.]

In addition to in-depth courses in a block-scheduling format, we are utilizing an enriched program of after-school tutoring run by our own teachers. Students work specifically on classroom concepts and on performance-based assessment tasks.

3. Instruction by highly qualified staff. **Staff plans PD together, agrees upon goals for year's work. In addition, each teacher states individual goals and works with the principal and other mentors/critical friends in their subject area in peer observation and critical friends groups to ensure that instruction meets or exceeds the standards set by the high-performing and exacting staff of the school.**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. **We have in-house professional development of a high caliber run by trained and dedicated staff; an outside PD partner (NYC Writing Project, described on page 7 of this document).**
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **We utilize staff hiring, with a highly selective hiring committee. Our school's fifteen year reputation tends to attract high quality, highly qualified teachers whenever we have a job posting. We post our positions in a number of places including the NYC Writing Project Listserv, the NY Performance Standards Consortium, and the Coalition of Essential Schools.**
6. Strategies to increase parental involvement through means such as family literacy services. **We are utilizing parent involvement monies to create a series of parent evenings paired with PTA meetings with informational topics such as "Technology in Your Child's Classroom," "Reading and Understanding the High School Transcript" "College Application and Financial Aid Awareness," among others. These evenings are with the participation of staff, and include dinner or refreshments.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **We have implemented a comprehensive data system using our graduation requirement Performance Based Assessment Tasks (hereafter known as PBATs) which we use instead of Regents exams. Our staff analyzes PBAT and other data for trends and to inform instruction. In addition, we use a system of comprehensive interim assessments directed by the New York Performance Standards Consortium.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. **On-going tutoring is available and provided on a daily basis to any and all students who are experiencing difficulty in mastering achievement standards. Tutoring from specific teachers is available before school, during lunch, and after school, depending on the subject area and the teacher.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. **Services and outreach for students and families with specific needs are coordinated by the school's community coordinator, the social worker, and the guidance counselor.**

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			x			
Title I, Part A (ARRA)	Federal	x				x	
Title II, Part A	Federal			x			
Title III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local			x			

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

-
- **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.
 - **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
-
- 4. Coordinate with and support the regular educational program;
 - 5. Provide instruction by highly qualified teachers;
 - 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - 7. Provide strategies to increase parental involvement; and
 - 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.) **At this point in time we have no students in temporary housing. We realize however that this may change over the course of the year.**
2. Please describe the services you are planning to provide to the STH population. **Should we have students in Temporary Housing at some point during the year, we would provide them with a range of support services including academic support services and tutoring provided by classroom teachers as well as access to our own in-house social workers and referrals for various services provided by outside organizations.**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Humanities Preparatory Academy						
District:	2	DBN:	02M605	School		310200011605	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		88.8	94.9	91.8
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		21.3	42.2	55.5
Grade 9	20	33	44				
Grade 10	76	49	55				
Grade 11	38	52	28	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	43	51	64		0	6	1
Ungraded	0	1	1				
Total	177	186	192	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	7	9	4
# in Collaborative Team Teaching (CTT) Classes	2	5	3	Superintendent Suspensions	6	2	0
Number all others	20	17	20				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	0	0	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	15	14	17
Number of Administrators and Other Professionals	6	5	4
Number of Educational Paraprofessionals	1	1	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	12	17	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	60.0	50.0	64.7
				% more than 5 years teaching anywhere	40.0	42.9	64.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	79.0	82.3
American Indian or Alaska Native	0.6	1.1	1.6	% core classes taught by "highly qualified" teachers	78.6	74.5	92.8
Black or African American	32.2	28.5	18.8				
Hispanic or Latino	51.4	52.2	57.3				
Asian or Native Hawaiian/Other Pacific	6.2	5.4	6.8				
White	9.6	12.4	14.6				
Male	46.3	46.8	42.7				
Female	53.7	53.2	57.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	
Science:		Graduation Rate:	X

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v		X	50
Ethnicity							

American Indian or Alaska Native							
Black or African American				-		-	
Hispanic or Latino				-		-	
Asian or Native Hawaiian/Other Pacific Islander				-		-	
White				-		-	
Multiracial							
Students with Disabilities				-		-	
Limited English Proficient						-	
Economically Disadvantaged				-			
Student groups making				1		0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	58.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	14.3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	36.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Humanities Preparatory Academy
351 West 18th Street
New York, NY 10011
<http://www.humanitiesprep.org>
Phone: 212-929-4433 / Fax: 212-929-4445
Julie Conason, Principal

Humanities Preparatory Academy Parent Compact

HPA staff and the 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 the 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.

SCHOOL RESPONSIBILITIES

Humanities Preparatory Academy staff will provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:

- using academic learning time efficiently;
- providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

Humanities Preparatory Academy staff will address communication issues between teachers and parents by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed;
- convening an annual SWP meeting for all parents to inform them of the Title I program and their right to be involved (meeting scheduled to co-inside with the first PTA meeting of the Spring Semester, once PTA leadership and membership has been developed and regular meetings have been set).
- arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;
- ensuring that 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 planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.
- provide parents reasonable access to staff by: notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
- providing for Open School activities that include observations of classroom activities.

Humanities Preparatory Academy staff will provide support to parents by:

- 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; and
- supporting parental involvement activities as requested by parents.

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor the child's attendance and ensure the child arrives to school on time. When the child is absent, the parent/guardian will follow the procedures to inform the school;
- ensure that the child comes to school rested by setting a schedule for bedtime based on the needs of the child and their age;
- make sure that homework is completed and assist the child if necessary;
- read to the child or discuss what the child is reading each day (minimum 15 minutes);
- set limits to the amount of time and what the child watches on television as well as the time spent playing video games;
- promote positive use of the child's extracurricular time such as after-school extra learning opportunities, clubs, team sports and/or quality family time;
- encourage the child to follow the school's rules and regulations and discuss this Compact with the child;
- volunteer in the child's school either at the school or assisting from home in some way if time or schedule permits;
- participate, as appropriate, in the decisions relating to the child's education.
- communicate with the child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys and notices when requested;
- become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
- participate in or request training that the school offers on teaching and learning strategies whenever possible;
- take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share the responsibility for the improved student achievement of the child.

STUDENT'S RESPONSIBILITIES

I will:

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

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Phone: 212-929-4433 / Fax: 212-929-4445
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Title I Parent Involvement Policy for Humanities Preparatory Academy

Humanities Preparatory Academy (referred to henceforth as HPA), in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. HPA's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and the SWP team, as trained volunteers and welcomed members of the school's community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills;
- provide parents with the information and training needed to effectively become involved in planning and decision making;
- increase their understanding of their right to support their child's education by being involved in the educational process;
- increase the role of the home in enriching education and improving student achievement; and
- develop positive attitudes toward the entire school community.

To increase parent involvement, HPA will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and the SWP Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as liaisons between the school and communities. The Parent Coordinator 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 for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; college and financial aid opportunities.
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report) and assessment systems in the school (eg Regents exams, PBATs)

- schedule additional parent 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; and

HPA will further encourage school-level parental involvement by:

- hosting events/activities during Open School Week;
- encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);
- hosting events for male parents/guardians and grandparents, and
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

* * *

Humanities Preparatory Academy Parent Compact

HPA staff and the 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 the 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.

SCHOOL RESPONSIBILITIES

Humanities Preparatory Academy staff will provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:

- using academic learning time efficiently;
- providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

Humanities Preparatory Academy staff will address communication issues between teachers and parents by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed;
- convening an annual SWP meeting for all parents to inform them of the Title I program and their right to be involved (meeting scheduled to co-inside with the first PTA meeting of the Spring Semester, once PTA leadership and membership has been developed and regular meetings have been set).
- arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;
- ensuring that 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 planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.
- provide parents reasonable access to staff by: notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
- providing for Open School activities that include observations of classroom activities.

Humanities Preparatory Academy staff will provide support to parents by:

- 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; and
- supporting parental involvement activities as requested by parents.

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor the child's attendance and ensure the child arrives to school on time. When the child is absent, the parent/guardian will follow the procedures to inform the school;
- ensure that the child comes to school rested by setting a schedule for bedtime based on the needs of the child and their age;
- make sure that homework is completed and assist the child if necessary;
- read to the child or discuss what the child is reading each day (minimum 15 minutes);
- set limits to the amount of time and what the child watches on television as well as the time spent playing video games;
- promote positive use of the child's extracurricular time such as after-school extra learning opportunities, clubs, team sports and/or quality family time;
- encourage the child to follow the school's rules and regulations and discuss this Compact with the child;
- volunteer in the child's school either at the school or assisting from home in some way if time or schedule permits;
- participate, as appropriate, in the decisions relating to the child's education.
- communicate with the child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys and notices when requested;
- become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
- participate in or request training that the school offers on teaching and learning strategies whenever possible;
- take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share the responsibility for the improved student achievement of the child.

STUDENT'S RESPONSIBILITIES

I will:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 102	District 02	School Number 605	School Name Humanities Prep.
Principal Julie Conason		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Jeannie Ferrari/Spanish		Guidance Counselor Cynthia León	
Teacher/Subject Area Claudia Salazar/Music		Parent Tanesha Reid	
Teacher/Subject Area		Parent Coordinator Hilda Oquendo	
Related Service Provider		Other	
Network Leader Alison Sheehan/Joe Cassidy		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	197	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When a student who is completely new to the school system arrives at HPA, the parent or guardian must complete necessary registration forms and a Home Language Identification Survey (HLIS) during registration. These forms will be available in different languages and will be provided in the language that the parent or guardian best understand. This will be done by the guidance counselor and parent coordinator who work together on registration. If the responses on the HLIS indicate that a language other than English is spoken at home or that the student understands a language other than English, then an informal interview in the native language and English will be conducted. Once potential ELLs are identified they are given the revised Language Assessment Battery (LAB-R) test within ten days of registration by the guidance counselor who is our ELL coordinator and has a bilingual guidance license. The results on this test will indicate if the student is entitled to ESL services. If students are identified as ELL, an entitlement letter is sent to the parent/guardian. They are invited to a separate orientation. In this orientation, parents/guardians will have the opportunity to receive materials about ELL programs in their home language and to ask questions about ELL services (with assistance from a translator, if necessary).

This orientation will be conducted by the parent coordinator, bilingual guidance counselor, and a teacher. During this meeting, parents or guardians of newly enrolled ELL students are given information regarding the different ELL programs that are available. They will receive materials in their home language, have the opportunity to ask questions and receive assistance of a translator if necessary. Parents will then complete the Parent Survey and Program Selection Form and return it to the school staff at the end of the orientation. They have the opportunity to choose between Transitional Bilingual Education (TBE), Dual Language, and freestanding ESL. .

In the past few years, due to the low number of ELL students enrolled at HPA, we have had a free standing ESL program. In the spring, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to students who have been identified as ELL. HPA currently does not have any ELL students. We also do not have a bilingual program since we do not have minimum of twenty ELLs on the same level. We will continue to review appropriate data reports to identify any possible ELL students. We will continue to review Parent Survey and Program Selection Form to ensure that our ELL model is in line with parental choice.

In the event that more ELLs become a part of our student population, our program model would be organized heterogeneously which would parallel all of our other classes. -----

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

Dual Language (50%/50%)															0
Freestanding ESL															
Self-Contained															0
Push-In															0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education	
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

In the event that ELLs become a part of our student population, our program model would be organized heterogeneously which would parallel all of our other classes.

We are cognizant of the mandated instructional units of time as per CR Part 154 (B=540 min. of ESL, I=360 min. of ESL, A=180 min. of ESL+180 min. of ELA). We will use many ESL approaches and methodologies to support student learning. These include introductions to print and non print resources complemented by the teaching of reading and listening strategies, differentiated instruction, scaffolding, vocabulary development, use of graphic organizers, materials in native language and other strategies to acquire and understand information.

Since HPA is a very small school, all staff members get to know each of our students. During our weekly meetings, any concerns regarding student work and progress is discussed. After discussion, the student's advisor will put an action plan that addresses the student's need in place and notify the other staff members. All of our staff members are always available to help each of our students. Our teachers do not only help students in the classroom, they help them during before school, during lunch, and after school. Any student who needs any extra help does receive it. This would also be the case for SIFE students and all ELL students.

Students identified as SIFE (Students with Interrupted Formal Education) will be assigned to an advisory with one of our social workers. This will allow the student to feel comfortable talking about any difficulty that they have with adjusting to school and will provide them with the necessary coping mechanisms to succeed. This will also allow us to have a better understanding of the student and his/her background. They will also be provided with extra tutoring in the necessary areas with both our teachers and tutors from New York University.

Since we are a humanities based school, all of our students take additional classes in the areas of English and social studies. All ELL students will take additional classes in these subject areas that enforce reading, writing, classroom presentations, etc. All of our teachers will

be aware if a student has been identified as SIFE or ELL and will provide necessary accommodations when necessary. For example, if a teacher feels that an ELL student is struggling with a class assignment, they can provide them with an alternative assignment.

Weekly professional development for all addresses different teaching strategies which enable teachers to become more effective. Our teachers differentiate instruction for all subgroups including ELLs. Literacy across the curriculum has always been a major focus at HPA. All classes are engaged in reading and writing projects.

Research based strategies are implemented throughout the day in our classrooms. Teachers make use of things such as graphic organizers, smart boards, and computers in classes to help students develop content, language, and presentation skills that will help them succeed. Teachers offer interventions for all students by providing extra help such as tutoring during lunch, after school and sometimes during the weekend.

Once students pass the NYSESLAT, they are provided with transitional support such as individual tutoring, counseling and testing accommodations for two years. Since our school accepts transfer students, we offer all students who require more than four years to graduate opportunities such as credit recovery, independent classes, classes at partner colleges, after school activities, and Outward Bound.

The language that is offered to all students at HPA including ELLs is Spanish. Students also have the opportunity to take additional Spanish or Italian through College Now at Hunter College.

In recognition of our implementation of performance-based assessment practices, the New York Education Department has waived the requirement that our students take the Regents' examinations with the exception that our students must pass the English Language Arts Regents exam as one of their requirements to earn a diploma. This waiver is in effect through the graduating class of 2013.

As we look ahead to the future, we realize the need to hire teachers who have knowledge in languages other than English. We currently have several staff members who are fluent in Spanish, one who is fluent in Italian, one who is fluent in Hindi and two who can communicate in French. We also realize the need to offer more foreign languages as electives for our students. However, this is definitely a challenge during a time that we along with other schools are facing additional budget cuts.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

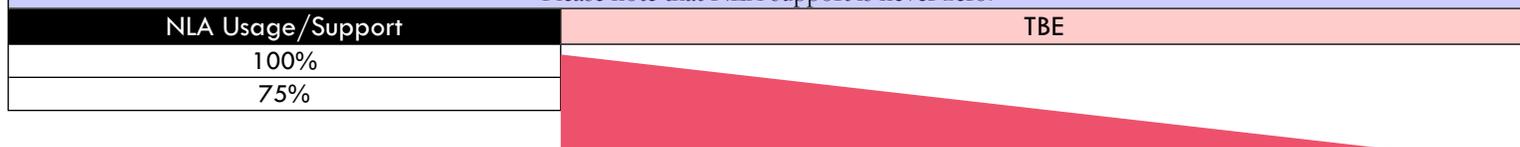
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Humanities Preparatory Academy is a member of the New York Performance Standards Consortium. Our students have the opportunity to choose classes based on class interest. All of our classes have been designed using multi-age grouping. Our mathematics curriculum can be described as linear progression for students.

In the past, we noticed that ELLs have demonstrated a need of support in the areas of reading and writing. We have found that individual and group tutoring by teachers has helped. Since HPA requires all students to complete Performance-Based Assessment portfolios (PBATS) in the areas of literature, history, science and mathematics, all teachers focus on reading and writing modalities. In order for a student to receive a diploma from HPA, a student must complete all PBATs and pass the ELA Regents. ELLs are provided with necessary accommodations for the PBATs and ELA Regents. Students who are fluent in Spanish are also encouraged to take

the Spanish Regents.

The curriculum at HPA is designed to challenge students at all levels. Instruction in all classes is both interactive and collaborative. Students are required to discuss concepts with each other and the teacher and collaboratively come to conclusions and/or a consensus. Concepts are developed and expanded through student guided research projects culminating in the PBAT in literature, history, science and mathematics. These Performance-Based Assessment Tasks are evidence of a student's ability to select, research, explain and defend a concept. The PBATs are evaluated by teachers and outside professionals. All teachers must complete midterm assessments for each of their students two times a year. These midterm assessments focus on learning targets such as habits of work, skills, content, and learning goals. These targets prepare students for their PBATs.

Our program has been created to individualize and personalize the educational experience of our ELL students in ways that develop their capacities both academically and socially. ELL students are integrated in classes that average 21 students per class. Each ELL student is also assigned an advisor who mentors 15 advisees setting academic, organizational, and social goals. Before the beginning to the school year, the parent coordinator and key school personnel plan orientations for incoming students and their family. This gives them the opportunity to familiarize themselves with the school building and meet school staff, students, and other parents.

If the number of ELL students who speak the same language grows, we would have to consider hiring a teacher who is licensed in that language and develop classes for these students in their native language. Currently, the language that is offered to all students at HPA including ELLs is Spanish. Students also have the opportunity to take additional Spanish or Italian through College Now at Hunter College.

Since our school accepts transfer students, we offer all students who require more than four years to graduate opportunities or extra help opportunities such as tutoring, credit recovery, independent classes, classes at partner colleges, after school activities, etc.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our teachers use various instructional materials and technology in the classroom. These include SMART Boards, Lap Tops, blogging software, voice recognition software, and Wiki Pages.

All staff have the opportunity to participate in Professional Development offered by the DOE, ELOB, CES, and the New York Performance Standards Consortium.

These include workshops on techniques for ELL and special education students. Teachers share the techniques and knowledge from these PD with other staff members during the weekly PD meetings at HPA.

We value native language and are trying to build a library in each classroom that will reflect students' native language and culture. One of our goals is to help students feel comfortable as they transition from another school to our school. Our guidance counselor and other staff members welcome our new students with an orientation and tour of the school. During the orientation, students are informed of school rules

and policies. Students are placed in advisories where a teacher services as their advisor and keeps track of their academic progress and attendance. In these advisories, students are taught things such as study skills, adjusting to school, graduation requirements, promotion requirements, interview skills, writing skills, resume writing, PSAT/SAT preparation, etc.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

HPA has a very active PTA. PTA meetings are held once a month and all parents are encouraged to attend. Staff members take turns in attending meetings and offering parent workshops. In addition to these workshops, the bilingual parent coordinator and bilingual guidance counselor have offered workshops for parents and students regarding issues such as graduation requirements, how to read a transcript, helping your child through the college application process, financial aid, etc. When possible we try to invite bilingual guest speakers to these workshops. All documentation provided to parents in these meetings are offered in English and Spanish.

Parents are also invited to attend one on one meetings with teachers, counselors, administrators and other school personnel to discuss any concerns. They are also encouraged to visit their child's classes.

Our parents have also been very active in fundraising for our school. For example, they have cooked for main events such as senior class food sales and have helped chaperone trips, events, etc.

The needs of our parents are evaluated by the requests they make and feedback they provide us with when they register their child in our school or attend parent meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													

	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Paste response to questions 1-6 here

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

The support services offered to all students including ELLs include academic guidance from bilingual guidance counselor and advisors, counseling by social worker and counselor, speech, Academic Intervention Services (AIS) such as tutoring, computer aided instruction, team teaching, and study skills. HPA also offers various after school and extracurricular activities. These include sports teams such as softball, basketball, soccer and volleyball, college classes at Hunter, Baruch, Eugene Lang College and NYU, walking activities, student government, sailing class, a botany club and other activities and programs. These are open to all students.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		