



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HUMANITIES PREPARATORY ACADEMY_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M605

PRINCIPAL: JULIE CONASON_____EMAIL: ___JCONASO@SCHOOLS.NYC.GOV_____

SUPERINTENDENT _TAMIKA MATHESON_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Julie Conason	*Principal or Designee	
Laurie Gaughran	*UFT Chapter Leader or Designee	
Tanesha Reid Reada Edelstein	*PA/PTA President or Designated Co-President	
Jenny Navasky	DC 37 Representative, if applicable	
Miguel Rivera Aminata Danioko	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/Teacher	
Ellen Wallop	Member/Parent	
Nancy McKeever	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

All core subject area teachers participate in weekly or bi-weekly departmental team meetings during which they engage in structured processes which include but are not limited to the following:

- Creating and refining departmental goals for students achievement and outcomes,
- Designing performance based tasks (PBATs and interim assessments) and supporting curriculum units aligned with the CCSS and the departmental goals above,
- looking at student work samples (both low-stakes assignments and larger assessment pieces) and analyzing student outcomes so as to inform next steps.

As the school year unfolds, we will meet the demands made on us for this year's CCSS expectations, as well as prepare for increasing expectations in following years. Last year we began curriculum alignment work which consisted of the work that individuals and teams did last year in aligning both the recently created schoolwide vertical curricula and the spring course offerings with the Common Core.

Comprehensive needs assessment

Based on initial work done last year in departments on aligning specific course syllabi and Performance Based-Assessments with Common Core Standards, all staff unanimously agreed that consistent blocks of time be devoted to departmental meetings in order to facilitate the ongoing work of creating a more vigorous curriculum in alignment with both the criteria of the New York Performance Standards Assessment Consortium and the Common Core Standards.

Instructional strategies/activities

This is a matter of allocating time on a consistent basis, as well as ensuring that funding exists and is committed for times when planning meetings exceed allocated school day time. At this point, we have devoted a portion of weekly staff meeting time to departmental meetings. Staff has analyzed data streams in order to ensure a research-based process. Staff has also created rubrics and other important assessment tools in order to aid in the creation of PBATs and curricula. The timeline is structured so that this work is ongoing throughout the year, and is already in implementation.

Strategies to increase parental involvement (not relevant to this goal)

The SLT is consulted on all components of the CEP, and their input is both valued and considered.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers currently in the school are Highly Qualified Teachers. For future openings we will continue the strong hiring practices which have ensured a highly qualified faculty at Humanities Prep

Service and program coordination

(not relevant to this goal)

Budget and resources alignment

- FSF funds have been allocated to provide for extra departmental meetings on an as-needed basis.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Reading Initiative: Building on the strides we've made in moving toward a stronger reading culture at Prep, we will continue to strengthen and expand this initiative via advisory, classrooms, and outside reading expectations.

Each teacher and advisor will be working to:

- Increase reading volume (independent as well as required) for both PBAT and non-PBAT classes,
- Support a habit of re-reading in order to understand complex material,
- Increase students' ability to handle text complexity. This may include engaging multi-leveled texts, 19th Century texts and texts with challenging vocabulary and/or syntax.

Comprehensive needs assessment

- Our needs assessment for this goal has been ongoing, via intensive student surveys regarding reading and literacy habits, staff feedback regarding the school's reading culture and whole-staff consensus regarding implementation of the reading initiative.

Instructional strategies/activities

During a school year, students will read one or more substantive non-fiction book or book equivalents and/or novels in each Humanities Classroom. They will read at least 4 books or book equivalents of choice in Advisories. They will read at least 4 books or book equivalents of choice during each summer vacation. They will be reading in science and math classes as appropriate to the subject area. Throughout the year there will be a common independent reading/work day in all advisories; logs and tracking summaries will be used across all advisories; book talks and other accountability measures for tracking student growth in reading will be utilized in advisories and in English classes. A recent PD workshop in text complexity gave us the opportunity to think about where individual students and groups of students are as readers. Evidence of student progress in reading will be documented via student reading charts

and logs kept in every advisory, which will list all completed texts, novels and other book equivalents for each student. In addition, each year there will be reading awards for all students who meet and/or exceed reading expectations in terms of volume, complexity and commitment to increasing reading stamina.

Strategies to increase parental involvement

- The SLT is consulted on all components of the CEP, and their input is both valued and considered. In addition, the PTA is discussing the possibility of implementing a “community read” which would increase parent involvement in the reading initiative.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers currently in the school are Highly Qualified Teachers. For future openings we will continue the strong hiring practices which have ensured a highly qualified faculty at Humanities Prep

Service and program coordination

- All Federal, State and local services that are available to families are made known to them via our school support team, which enables them to support the achievement of this goal.

Budget and resources alignment

- NYSTL funding for books as well as FSF in the OTPS categories of supplies will be utilized to support this initiative with reading materials.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Parental involvement: This year at Humanities Prep, parents will be more deeply involved in creating a school environment that supports their students' education. Families and students will understand that home and school are not necessarily disparate entities that function independently of each other, but are partners working together to move the student forward. Humanities Preparatory Academy needs deeper parental involvement in order to strengthen our school as a community organization, and to help us provide a wider range of services to students, especially in this era of financial challenges.

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Comprehensive needs assessment

- In addition to schoolwide acknowledgement that as a school we all want to increase parent involvement, this need was cited on last year's School Quality Review.

Instructional strategies/activities

In addition to increasing attendance at monthly PTA meetings, the Parent Organization will begin to function as a more independent organization, taking on fundraising and other school support activities within committees to be determined by the parent body with support from the school.

Strategies to increase parental involvement

Each PTA meeting this year will include school staff members who support and strengthen and serve as thinking partners to various parent-generated initiatives for enhancing school environment at Humanities Prep. The principal will serve as an advisor to the newly formed PTA Steering Committee, and work with them to implement initiatives in the best interests of all students, and of the school as a whole.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers currently in the school are Highly Qualified Teachers. For future openings we will continue the strong hiring practices which have ensured a highly qualified faculty at Humanities Prep

Service and program coordination

- All Federal, State and local services that are available to parents are made known to them via our school support team, which enables to achieve this goal.

Budget and resources alignment

- In addition to Parent Coordinator funds which are used to support PTA meetings, the PTA is raising funds in order to support its own work as well as the work of the school.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	18	14	n/a	n/a			15	
10	n/a	n/a	n/a	n/a			21	
11	8	n/a	n/a	n/a			18	
12	7	n/a	n/a	n/a			16	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	After-school tutoring in small group and one-to-one
Mathematics	After-school tutoring in small group and one-to-one
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	In-school services provided as needed. After school small-group sessions (Anger management, girls' group, etc.) available.

At-risk Health-related Services	
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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, has implemented 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:

- is actively involving and engaging parents in planning, reviewing and improving school programs, to include but not be limited to the Title I program (if and when we should receive Title I funds), including the Parent Involvement Policy of the school;
 - will engage parents in discussion and decisions regarding the above-mentioned 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;
 - supports school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association), the SWP Committee and the PTA Steering Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
 - maintains a Parent Coordinator to serve as liaisons between the school and communities. The Parent Coordinator provides parent workshops based on the assessed needs of the parents of children who attend the school and works to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities planned for parents each month and files a report with the Central Office for Family Engagement and Advocacy (OFEA);
 - conducts 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.
 - provides 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)
-
- schedules 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;
 - translates all critical school documents and provides 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
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 102	District 02	Borough Manhattan	School Number 605
School Name Humanities Preparatory AcademyJ			

B. Language Allocation Policy Team Composition [?](#)

Principal Julie Conason	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area Jeannie Ferrari, Spanish	Parent type here
Teacher/Subject Area Claudia Salazar, Art	Parent Coordinator Hilda Oquendo
Related Service Provider type here	Other type here
Network Leader Alison Sheehan	Other type here

C. 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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	192	Total Number of ELLs		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.
5. 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.)
6. 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
Page 19 7 8 9 10 11 12

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
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

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													

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	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									

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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

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
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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 ensure that ELLs are appropriately evaluated in their native languages?
5.	How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> 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).
6.	What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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.

A. Programming and Scheduling Information

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.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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 Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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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 of 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)?

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02m605 **School Name:** Humanities Preparatory Academy

Cluster: 01 **Network:** CFN 102

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.

Since our school population is very small (under 200 students) we actually know all of the families personally. The parent coordinator does a personal intake with each family upon entry into the school, and we assess whether or not translation/interpretation services will be needed during each student's school career with us.

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.

Our population has 25 families that require translation/interpretation services. 20 of those families require Spanish language translation, which we can provide in-house; 5 of them require Mandarin or Cantonese language services which we contract out or find providers in the other schools in our building. All of us know all of our students, and disseminate this information via staff 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.

Documents are translated on an as-needed basis in-house, or else contracted out if needed.

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.

Conferences are translated in-house or contracted out as needed.

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>.

We fulfill the mandate by ensuring that parents receive the cited communications/notifications in the appropriate languages.