



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** HUMANITIES PREPARATORY ACADEMY  
**DBN (i.e. 01M001):** 02M605  
**Principal:** JEANNIE FERRARI  
**Principal Email:** JFERRARI3@SCHOOLS.NYC.GOV  
**Superintendent:** MARISOL BRADBURY  
**Network Leader:** ALLISON SHEEHAN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jeannie Ferrari	*Principal or Designee	
Laura Rubin	*UFT Chapter Leader or Designee	
Leslie Martinez	*PA/PTA President or Designated Co-President	
Hilda Oquendo	DC 37 Representative, if applicable	
Miguel Rivera	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Michelle Bello	Member/ student	
Reada Bunin	Member/ parent	
Alida Clemans	Member/ parent	
Christina Kemp	Member/ teacher	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will Improve student self-efficacy and college preparedness by developing clear college readiness rubrics for students in each grade level (9th, 10th, 11th, 12th) and refining 9th and 10<sup>th</sup> grade interim assessments that are in alignment with grade level rubrics

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Our staff, P.T.A. and SLT has met and came to consensus that setting up systems for increasing college preparedness is a core for of our school for 2012-2013
- According to our school's "Where Are They Now" college report, some of our students are not staying in college after their 3rd semester. We decided that systems for increasing college preparedness are integral to the school.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. All teachers will meet in departments weekly to refine grade-specific rubrics in each subject area.
2. All teachers will meet in inquiry teams (STEM and Humanities) to develop, administer and gather data from interim assessments that measure grade specific goals and benchmarks. Inquiry teams and the SLT will work towards the development of 9th and 10th grade performance assessment panels to measure progress towards grade specific benchmarks

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. All academic departments, inquiry teams and principal
2. Inquiry team teachers and SLT members

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Each department will have a refined rubric

#### **D. Timeline for implementation and completion including start and end dates**

1. Rubrics will be ready by January 2014. Assessments will be aligned by June of 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

All pedagogical staff have collaborative planning time built into the school week to develop rubrics and support assessment

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The P.T.A. and S.L.T. helped to develop this goal and fully support it. The P.T.A. and S.L.T. are committed (with the support of the principal) to transitioning from a mixed-grade system to a grade specific system.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All departments will adopt a common literacy framework and teachers will align to curriculum and instruction to it as measured by curriculum review and observation

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Comprehensive needs assessment

- Our school's quality review states that we need to improve alignment of school practices and assessment
- According to our 2012-2013 school Progress Report, the average student ELA Regents score is 71. We are hoping to increase this score so that students meet the college readiness literacy standard of 75 by increasing alignment
- Our stakeholders believe that students learn best through common language and practices across the curriculum

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. All departments are working to develop common graphic organizers and common language to help students develop appropriate grade level skills

**B. Key personnel and other resources used to implement each strategy/activity**

1. All departments, the principal and para professionals need collaborative planning time to adapt literacy strategies and reflect on their impact

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Each department will have a common literacy framework(including common language, templates, graphic organizers and instructional strategies) and unit plans that reflect implementation of the plan

**D. Timeline for implementation and completion including start and end dates**

1. The strategies will be developed by January of 2014 and all curriculum for the spring 2014 semester will be aligned to the rubric

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. All pedagogical staff will have collaborative planning time to develop and refine the literacy strategy and align curricula

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents received copies of the school literacy strategy and was shared at PTA meetings last year. We use it to work with families to support their child's reading(at conferences and intervention meetings).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve college readiness by increasing student participation in higher level courses from 15% to 25% through after-school offerings and college partnerships

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- According to our 2008 quality review, we need to diversify our enrichment (academic and other wise) for students to improve college preparedness.
- All staff, the P.T.A. and SLT agree that due to our small size, students need more access to rigorous academic courses after school

According to our *Where Are They Now* college readiness report, college retention rates dip after the third semester. Therefore, we would like to offer real world college preparation while students are still in high school.  
 Currently, 15% of graduating seniors have participated in College Now or a similar partnership. We would like to increase the number of students enrolled in these courses

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. We are utilizing community partnerships and resources to increase after-school offerings and access to the arts during the school day
2. We are committed to offering honors courses in core academic subjects after school for students who could use this to gain access to higher education

**B. Key personnel and other resources used to implement each strategy/activity**

1. All teachers, the principal and para professionals, college guidance counselor and senior advisors

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. At least 15-30 students will be enrolled in a college course while in high school

**D. Timeline for implementation and completion including start and end dates**

1. By graduation in 2015

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. More outreach between senior advisors, college guidance counselor and principal, better SAT prep through advisory,

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be notified of the program early in their child's high school career at PTA meetings and grade level parent nights (freshman parent night, sophomore parent night etc.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1.

**B. Key personnel and other resources used to implement each strategy/activity**

- 1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.



### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Regents prep classes,	Small group, one-to-one, tutoring, targeted group assistance, after school academic clubs	Before, during and after school
<b>Mathematics</b>	tutoring and one on one groups	Small group, one-to-one, tutoring, targeted group assistance	Before, during and after school
<b>Science</b>	tutoring and one on one groups	Small group, one-to-one, tutoring, targeted group assistance	Before, during and after school
<b>Social Studies</b>	tutoring and one on one groups	Small group, one-to-one, tutoring, targeted group assistance	Before, during and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Groups and one to one	Small group, one-to-one	During and after school

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers at Humanities Preparatory Academy are highly qualified.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff have 2.5 hours per week of collaborative planning time and common planning time to work on common core alignment

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our social work team and teachers work closely to meet the needs of students in temporary housing.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers design and refine assessments collaboratively and assess the results in inquiry teams and departments

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

***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.**

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>605</b>
School Name <b>Humanities Preparatory Academy</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Jeannie Ferrari</b>	Assistant Principal <b>None</b>
Coach <b>none</b>	Coach <b>type here</b>
ESL Teacher <b>none</b>	Guidance Counselor <b>Carla Shere</b>
Teacher/Subject Area <b>Maureen Michael/Special Ed</b>	Parent <b>Leslie Martinez</b>
Teacher/Subject Area <b>Boris Torres Art</b>	Parent Coordinator <b>Hilda Oquendo</b>
Related Service Provider <b>Clifford Cohen</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>214</b>	Total number of ELLs	<b>3</b>	ELLs as share of total student population (%)	<b>1.40%</b>
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## Part II: 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	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	3	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	2

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3									3
Total	3	0	0	0	0	0	0	0	0	3

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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:
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										1		1	1	3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	1	0	1	1	3

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

## 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 will this data 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?  
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Paste response to question here:
4. For each program, answer the following:
  - a. 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.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Paste response to question here:
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
See below
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.  
See below
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
See below

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.  
See below:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
See below

6. 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 V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Paste response to questions here:

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)?

Paste response to questions here:

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - 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 former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

7. 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?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency 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.

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.

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

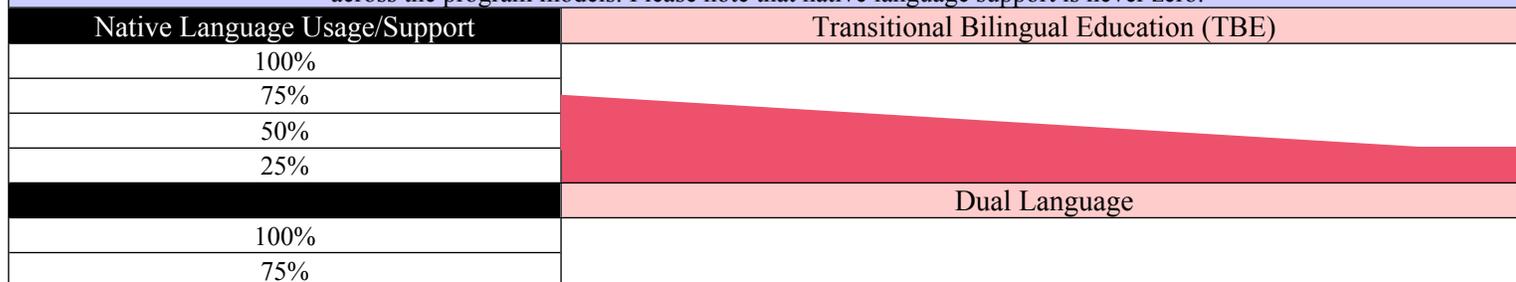
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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**

9. 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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

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

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

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### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here:

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.

### D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Paste response to questions here: 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.

## **E. 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. :

**School Name: Humanities Preparatory Academy**

**School DBN: 605**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeannie Ferrari	Principal		1/1/01
	Assistant Principal		1/1/01
Hilda Oquendo	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
Leslie Martinez	Parent		1/1/01
Maureen Michael	Teacher/Subject Area		1/1/01
Brosi Torres	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Carla Shere	Guidance Counselor		1/1/01
Allison Sheehan	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 02605      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**

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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.

We use feedback from parents and students to assess whether or not communication is effective. We use results of the Learning Environment Surveys and contact parents regularly to ensure that they are aware of all important matters pertaining to their child. We interview all incoming families to determine their comfort level with English and preferred mode of communication. We translate all important communications into the families native language. The principal and parent coordinator are both bilingual in Spanish and communicate in both languages with families.

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.

About 40% of our families prefer to communicate in Spanish (oral and written). We therefore provide translation at all meetings and also translate important documents into Spanish.

## Part B: Strategies and Activities

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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.

The parent coordinator and principal translate necessary documents into Spanish and mail them home as 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.

The parent coordinator, principal, Spanish teacher and several other teachers serve as translators for parent meetings. We currently have no students who are not proficient in oral English.

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 welcome all families into our school in both languages (Spanish and English). We conduct open houses and all parent meetings in both languages as needed. We translate all important documents and ensure that all meetings are translated.