



**ESPERANZA PREPARATORY ACADEMY
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 04M372

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M372 **SCHOOL NAME:** Esperanza Preparatory Academy

SCHOOL ADDRESS: 240 East 109 Street, New York, NY 10029

SCHOOL TELEPHONE: 212-722-6507 **FAX:** 212-722-6717

SCHOOL CONTACT PERSON: Alexandra Estrella **EMAIL ADDRESS:** aestrel3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Andrew Maikels

PRINCIPAL: Alexandra Estrella

UFT CHAPTER LEADER: Arnulfo Velasquez

PARENTS' ASSOCIATION PRESIDENT: Florence Pearson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 04 **CHILDREN FIRST NETWORK (CFN):** Replications

NETWORK LEADER: John Sullivan

SUPERINTENDENT: Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Alexandra Estrella	*Principal or Designee	
Arnulfo Velasquez	*UFT Chapter Chairperson or Designee	
Florence Pearson	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lauren Dammier	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission

Esperanza Preparatory Academy, a 6-8 college preparation school, develops leaders who respect themselves, their community, and others. Our leaders master academic, social, and communication skills to succeed in college and become active citizens in society.

Vision

We believe that all of our children have the **potential** to achieve academically at high levels and that as educators it is our **responsibility** to help them reach that potential. We intend to counter the tracking of urban children of color, which limits their options by creating an academically **rigorous** system, while **nurturing and developing** students' talents. We will give our scholars the best opportunity to gain admission to the top New York City high schools and eventually to colleges of their choosing; thereby, vastly expanding their future **opportunities and possibilities**.

General Information

Esperanza Preparatory Academy embodies the spirit of a community that strives for an education that supports all scholars. EPA works with its scholars to insure that they obtain the preparation he/she needs to become college ready, as well as, become an active citizen in society. In order to make this possible we work with the parents and/or guardians of our scholars to maintain them as active members among our school community by continually familiarizing them with their child's academic and social progress.

Far too many Hispanics, African Americans, and children that are considered English Language Learners are not faring well in high school. This is because many do not have the level of English proficiency needed to facilitate their learning of advanced academic subjects, which prepares them for college. Consequently, there is a growing need to create schools that better prepare all students for college and future work. Since many middle and high schools are not meeting the needs of minority students, especially English Language Learners (ELLs), these students often have poor academic performance and high dropout rates.

The EPA community is committed to nurture its students in developing the academic and linguistic skills needed to become high school ready, thereby making the path to college possible. This will be accomplished through our dual language curriculum model that addresses the needs of English Dominant and Bilingual students. Most students in our community are not proficient in English even when they are native language speakers; therefore, they will benefit from the scaffolding teaching strategies used to teach students that are only Spanish speakers. Additionally, our English Dominant students will become proficient Spanish readers and writers by the 8th grade.

EPA offers a Dual Language program that will allow all scholars to build on their reading, writing, and communication skills in both English and Spanish. This will be accomplished by scaffolding instruction to help scholars learn the language through content. Additionally, all scholars will become proficient in both Spanish and English by the 8th grade, because it is essential that scholars learn more than one language to build on their college portfolio. Additionally, the school's theme is Science, Math and Technology, because not enough minority scholars are entering these fields in college. To further our children's learning, in collaboration with Randall's Island EPA offers an after school program that will help scholars learn time management, study skills, testing strategies, and participate in clubs and sports.

Likewise, enhancing technology skills in our scholars is crucial. For the past half century, information technology (IT) has changed the face of medicine, finance, manufacturing, and numerous other sectors of our society. Similarly, advanced computing and telecommunications represent the future of curriculum changes in our schools, as many would argue they have the potential to help students master complex 21st century skills, critical thinking or otherwise. Now the world is filled with research-based technologies that enable students to participate in online virtual communities that use advanced tools to solve real world problems. Learners of all ages can engage in guided, reflective inquiry through extended projects that incorporate sophisticated concepts and skills and generate complex products. When handled effectively, IT can help students act as partners in developing their own learning experiences and generating knowledge; students' collaborative construction of meaning is enhanced via different perspectives on shared experiences. Simulation and visualization tools can help students see patterns, perform basic and complex reasoning skills, translate frames of reference, and envision dynamic, hitherto unseen models of teaching and learning. Research has proven that curriculum changes in technology such as this can improve success for all types of learners while also enhancing the performance of at-risk students with behavior issues and/or other social/learning impediments. For this reasons, EPA will make sure our scholars are prepared to the fullest when it comes to our global, technology world.

EPA will also prepare students for high school and college by providing internship opportunities that exposes them to different fields of study and assigning each student a mentor that will expose them to high schools and college life/academics. They will work collaboratively with their mentors to arrange high school and college tours, and develop their college portfolios. In addition, they will take Algebra and Living Environment regent's courses in the 8th grade, so that in high school they can take advanced placement courses that will prepare them for college.

The school offers several programs to meet the needs of it scholars. One of the most vital support services that the school offers its families and scholars is Advisory. Each family is matched with an advisor who is responsible for being an advocate for their scholar in the school and a contact point for the families. The scholars, advisors, and families work hand in hand to build a map to success. They work together to set goals and expectations to make high school and college graduation a reality.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Esperanza Preparatory Academy				
District:	04	DBN #:	04M372	School BEDS Code:	310400010372

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		0	0			94.5	98.4		
Kindergarten		0	0						
Grade 1		0	0	Student Stability: % of Enrollment					
Grade 2		0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3		0	0			98.1	98.4		
Grade 4		0	0						
Grade 5		0	0	Poverty Rate: % of Enrollment					
Grade 6		96	85	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		0	109			2	3		
Grade 8		0	0						
Grade 9		0	0	Students in Temporary Housing: Total Number					
Grade 10		0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11		0	0			2	9		
Grade 12		0	0						
Ungraded		14	6	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		110	194			11	14		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	35	2	Principal Suspensions	0	5	7		
No. in Collaborative Team Teaching (CTT) Classes	0	35	4	Superintendent Suspensions	0	6	9		
Number all others	0	0	4						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	35	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	35	46	Early College HS Participants	0	0	0
# receiving ESL services only	0	0	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	6	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	0	11	18
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	0	2	9
(As of October 31)	2007-08	2008-09	5	Number of Educational Paraprofessionals	0	5	8
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	0	100.0	100%
American Indian or Alaska Native	0	0.0	0	Percent more than two years teaching in this school	0	0.0	38%
Black or African American	0	25.5	28.35	Percent more than five years teaching anywhere	0	45.5	31%
Hispanic or Latino	0	71.8	69.07				
Asian or Native Hawaiian/Other Pacific Isl.	0	1.8	2.6	Percent Masters Degree or higher	0	82.0	82.0%
White	0	0.9	0.51	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	0	100.0	100.0
Multi-racial	0	0.0	0				
Male	0	47.3	49.48				
Female	0	52.7	50.51				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
Differentiated Accountability Phase:			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructuring – Year 1	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> Restructuring – Year 2	<input type="checkbox"/> Restructuring – Advanced	
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Differentiated Accountability Category:

<input type="checkbox"/> Basic	<input type="checkbox"/> Focused	<input type="checkbox"/> Advanced
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Individual Subject/Area Outcomes	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

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

Key: AYP Status

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

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

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	N/A	Overall Evaluation:	N/A
Overall Score	N/A	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	N/A	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	N/A	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress	N/A	Quality Statement 4: Align Capacity	N/A

(Comprises 60% of the Overall Score)		Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	N/A	Overall Evaluation:	Well Developed
Overall Score	N/A	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	N/A	Quality Statement 2: Plan and Set Goals	Well-Developed
School Performance (Comprises 25% of the Overall Score)	N/A	Quality Statement 3: Align Instructional Strategy to Goals	Well-Developed
Student Progress (Comprises 60% of the Overall Score)	N/A	Quality Statement 4: Align Capacity Building to Goals	Well-Developed
Additional Credit		Quality Statement 5: Monitor and Revise	Well-Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Humanities

At Esperanza Preparatory Academy the teaching of Literacy skills and strategies through Social Studies content (which supports the consolidation program) maximizes opportunities for students to make connections between our language and the history of the American people. Our Humanities Department supports our school-wide belief that all students can learn and that they learn best by making connections to their previous knowledge and across disciplines.

Our primary goal is to provide instruction to build the skill sets necessary for students to succeed in secondary school and go on to college. The structure of the Humanities curriculum and the daily academic requirements are designed to build these skills and develop lifelong learners. Diverse skill practice is accomplished by exposing students to depth in the Social Studies content while inculcating Literacy strategies emphasizing conceptual learning in order to lead students to make connections between history, literature, and current events, and to satisfy the extraordinary curiosity of the student. Esperanza Preparatory Academy seeks to infuse self-management of learning in conjunction with conceptual learning to engage our students' minds, make connections to events in history, and enhance our students' abilities to critically analyze literature.

Developing the students' discussion ability through continuing our implementation of Socratic circles, group work, and individual response, students are encouraged to express their oral and written responses to the content in a confident manner, building their abilities with continuously increasing expectations appropriate to the individual student within the context. Students are challenged to produce and required to deliver sustained effort. The curriculum strives to create a climate of excellence from the perspective that with all students can and will develop above average ability through continuous effort. These high expectations are coupled with a nurturing classroom setting and literature selections appropriate to the social and emotional development of the students in a particular instructional group. Differentiation between levels of students and between individual students is accomplished by varying production expectations and the type and complexity of literature and other assigned readings.

Esperanza's Humanities Department is based on the infusion of Balanced Literacy, History and Social Studies. Reflective analysis of key themes and essential questions provide a backdrop for selection of classic literature,

geographic study, civics, and writing themes. Esperanza focuses on four units of study inclusive of three essential organizational themes; the concepts of change, conflict, and human rights.

At every instructional level, writing techniques are imbedded within the units that concentrate on five-step writing process: prewriting, drafting, revising, editing and publishing. Our goal at Esperanza is to develop technically strong writers who are able to address in written from any type of prompt. Students' practice a variety of writing forms, (i.e.. Short story, formal five paragraph essay, research paper, journaling and note taking.)

In keeping with the school's focus on delivery of a rigorous Humanities curriculum, students are expected at Esperanza Preparatory Academy to read articles from newspapers, journals and magazines, short stories, novels, poetry, essays, biographical writing, and most other forms of the written language. Students study identification of plot diagramming, extracting the theme or main idea while examining literary elements and studying identification of genre. Students read plays connecting the play to the theme and focus of the humanities unit. All students are expected to become proficient in oral communication through Declamation speeches. Instruction examines the speech communication process from both the listener and the speaker. EPA students are expected to be active participants in discussion from both of these perspectives. Students are also required to give oral reports and presentations and to evaluate the speeches of their classmates and historical figures. The goal of this part of our curriculum is to allow students the opportunity to become poised and confident in public speaking.

EPA Humanities Department conducts Renaissance Reading STAR Assessments at the beginning of the school year to establish reading comprehension benchmarks and monitor scholars' growth. STAR assessments are conducted tri-annually throughout the school year. In addition to the STAR Assessment, the Humanities Department gathers, analyzes, and interprets multiple forms of quantitative and qualitative data in order to guide instruction, monitor scholar progress and performance and to develop a comprehensive understanding of our scholars. Summative data is examined from state assessments, formative data from periodic assessments and teacher-made assessments such as pre and post assessments for current units of study. Examining Qualitative data of student work, scholar monthly progress reports, conference logs, teacher observations of scholars, student engagement and participation, scholar notebooks, journals, anecdotal logs, reading logs, scholar goals, attendance and student portfolios clarifies individualize student performance indicators.

Furthermore, interim assessments allow teachers to gain a global impression of how well the class as a whole is doing within their content, what the scholars strengths and weaknesses are in the standards (Where do we need to work the most?), how the class does when re-taught the same standards, are they retaining old material, how do the results on the different question types compare (multiple choice vs. open ended, reading vs. writing), reflecting on every scholar area of strength and weakness. Additionally, by looking at trends and patterns teachers have gained the ability to take a deeper look at how individual students are learning, what we call "digging in." For example, did students all choose same wrong answer? Why or why not? Compare similar standards: do results in one influence the other? Break down each standard: did they do similarly on every question or were some questions harder? Why? Sort data by students' scores: are there questions that separate proficient/non-proficient students? Look horizontally by student: are there any anomalies occurring with certain students? Hence, the clinics facilitate a systematic approach to re-teach standards scholars have not mastered and to differentiate individual and group needs based on interim assessment results.

Student Performance Trends

School-wide Trends

- **Trends: Interim Assessment : - 6th grade areas of strength are:**
 - (1) Using transitional words in their writing
 - (2) Using tier 2 words in writing
 - (3) Making predictions, making connections, and sequencing.
- **Trends: Interim Assessment : - 6th grade areas of need improvement are:**
 - (4) Identifying main idea and details
 - (5) Literary Devices (Personification, simile, and metaphor)using transitional words in their writing
 - (6) Literary response and expression (how a character's behavior changes throughout a story).
- **Trends: Interim Assessment : - 7th grade areas of strength are:**
 - (1) Literary elements
 - (2) Making predictions
 - (3) Making connections
- **Trends: Interim Assessment : - 7th grade areas of need improvement are:**
 - (4) Conventions
 - (5) Taking Notes
 - (6) Responding to Short Response Questions (Restating question, answer question, adding details)

Greatest Accomplishments

Socratic Circles: Socratic circle enable scholars to think for themselves and gets them engaged in dialogues, responding to each other's thoughts and ideas with questions instead of just right answers. Socratic circles encourage divergent thinking rather than convergent. Scholars are given the opportunity to examine a piece of text and are later faced with open-ended questions. These questions allow scholars to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. After all, participants feel a certain degree of emotional safety when they understand that this format is based on dialogue and not discussion/debate. This dialogue is exploratory and involves the suspension of biases and prejudices. Scholars learn to dialogue, find the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas is more important than "the answer." Socratic circles also reinforce appropriate behaviors and promote team building.

Effective Use of Data

- State assessment results, student work, classroom observations, and attendance and safety data are used to diagnose the school's strengths and weaknesses.
- Interim assessment data (disaggregated by grade, subject, and subgroups) are used to track progress and adjust goals, resource allocation, and strategy (including extra time, coaching, etc.).
- Various data are used to evaluate the school's goals and organizational decisions.

Interim Assessments (Acuity)

- Content Area teams analyze Periodic Assessments
- Differentiated skill groups are identified by Interim Assessments created on Acuity
- Accelerated Reader tracks reading fluency and comprehension & used to establish goals
- Accelerated Reader scores in reading and math are tracked for student progress & used to develop goals

- Student data analysis sheet for Interim Assessments & goal setting sheet are used as a tool for student reflection
- Data coaching at multiple levels: content area team meetings, grade level inquiry teams, critical friends groups, one-on-one meetings; school-wide professional developments

Diagnostic use of Student Learning Data

- Content Area teams, Inquiry Teams, Critical Friends Groups,
- Teams use interim data to identify trends, track progress, and adjust instruction.
- Teachers use on-the-spot assessments, conferring, and student work to fine-tune and differentiate instruction.

Clinics (Form of Academic Intervention)

Based on the data analysis of the interim assessment, clinics are established for small group instruction to meet the needs of groups and individuals. Clinics are small groups of scholars organized by the skill or area of needs as reflected on the interim assessment. These groups are given individualized tasks focusing on the skill or area the group needs to improve. As the students master these skills they are re-arranged to target other tasks or to a more challenging group to increase the rigor.

Significant Aids to the School's Continuous Improvement

Scholar Lead Conferences: EPA considers the relationship between scholars' families and the school to be of paramount importance. At three times during the school year, the school invites scholars and their families to attend formal conferences during which report cards are given to families. EPA Scholar-Led Conferences replace the traditional parent/teacher conference. The scholar, parent/guardian, and advisor, and other adults attend the SLC. The advisor facilitates the meeting, but the scholar is in charge. During the conference scholars lead their families through a portfolio of assignments culled from academic classes. Scholars justify quarter grades in each class by referencing specific assignments that show mastery of learning targets. Scholars also complete self-evaluations of their performance in each class and share them with their families. Scholars are held accountable for their progress when they explain areas of strength and areas in need of improvement. The tone of the conference is positive with a focus on what can be done to ensure success as opposed to what has been done poorly.

SLC Goals:

- To increase scholar accountability and autonomy concerning academics and character.
- To hone scholar verbal communication and critical thinking skills.
- To emphasize EPAs' scholar centered philosophy.
- To build open relationships with families concerning scholar progress at EPA
- To help scholars meet speaking standards.
- To teach scholars how to persuade by substantiating claims with evidence.

Accountable Talk and Self Management of Learning

Last year EPA started to study the "Principles of Learning for Effort-Based Education" and after multiple staff discussions and professional development sessions we decided to concentrate on two areas to expand throughout the next few years. We selected Accountable Talk and Self-Management of Learning as our two areas of focus. Through on-going professional development sessions we decided how to further develop these areas in the classroom. Consultants, Coaches and Administration have scaffolded how we help teachers develop these areas in the classroom.

Accountable talk is a form of conversation wherein students listen to one another, are able to paraphrase what another said, can respectfully disagree or challenge a claim without challenging the person who made it, holds students accountable for their learning. By modeling appropriate forms of discussion, by questioning, probing, and facilitating conversations around the subject being studied, teachers create an environment in which students sharpen their thinking skills, actively using and creating knowledge as they talk to each other about the core concepts being studied. In addition, we are also focusing on developing self-management of learning. In order for our scholars to be able to self-manage their own learning, we must help them develop the meta-cognitive skills and habits of mind that allow them to monitor their own understanding of concepts and to reflect on what is being learned. Students can be taught this kind of agency through scaffold learning experiences and the use of accountable talk, which forces them to assume responsibility for their own level of engagement with learning. These goals support EPA's long-term goals of obtaining a 30 point gain in ELA and Math as well as having a 90/90/90 graduating class. They are also closely related to last year's Quality Review Areas of Improvement which suggested that we develop goals and plans for the improved achievement of our students and attainment of school-wide goals. Accountable talk and self-management of learning develop accountability to the learning community as well as students who are their own agents of their learning, deciding for themselves the optimal conditions for their learning. Finally, through self-management of learning scholars will learn how to review and access areas they need to develop and designed a plan on how to best target these areas.

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Positive Culture

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Consolidation Program

EPA opts into the consolidation program by offering academic intervention services to our English Language Learners population and our students with disabilities through small group instruction.

Math

The math department at Esperanza Preparatory Academy is designed to prepare students for high school mathematics. The 6th grade level gives students the opportunity to further explore the content strands of number sense and operations, algebra, geometry, measurement, and probability and statistics. Through investigations and hands-on exploration, students will gain a better understanding of mathematics and its purpose in their world. Students will focus on key mathematical ideas for this grade. There are three key areas of focus that are the most significant mathematical concepts and skills at the 6th grade level. The three mathematical focal points are developing an understanding and fluency with multiplication and division of fractions and decimals, connecting ratio and rate to multiplication and division, and writing, interpreting, and using mathematical expressions and equations. Students will be engaged in problem-solving and authentic tasks which are designed to teach for the understanding of mathematics as opposed to the traditional skill and drill curriculum. In addition, 6th grade mathematics will incorporate literacy through mathematics journal writing.

In grade seven students are required to master objectives within 5 major content areas: Number Sense and Operation, Algebra, Geometry, Measurement, and Probability and Statistics. Within each content area, there are several unique standards that students must master making 7th grade a very important transitional year. Topics studied in this course include number sets, square roots, exponents, factors, multiples, order of operations, integer operations, variables, expressions, equations, inequalities, patterns, tables, graphs, properties of geometric shapes, formulas, proportional reasoning, probability, and statistical analysis. Students will also develop critical thinking, problem solving and organizational skills. This course will build the foundation needed to move on to higher topics in mathematics such as High School Algebra, High School Geometry, Trigonometry, Calculus, and College Number Theory.

In grade eight our mathematics program is a pre-requisite course for the Regents Algebra and Geometry courses students will encounter in High School. In this course, students are required to master objectives within four major content areas including Number Sense and Operation, Algebra, Geometry, and Measurement. In preparation for the Regents curriculum there is a heavy emphasis on Algebra and Geometry. Topics studied in this course include percentages, exponents, variables, expressions, equations, inequalities, patterns, table, graphs, geometric relationships, constructions, transformations and proportional reasoning. Students will also develop critical thinking, problem solving, and organizational skills. This course will build the foundation needed to move on to higher-level courses in mathematics such as Regents Algebra and Geometry, Trigonometry, Calculus, and College Number Theory.

Esperanza Preparatory Academy (EPA) gathers, analyzes, and interprets multiple forms of quantitative and qualitative data in order to guide instruction, monitor scholar progress and performance and to develop a comprehensive understanding of our scholars. In the core subjects, we examine summative data from state assessments, formative data from periodic assessments and teacher-made assessments such as pre and post assessments for current units of study. In the core subjects, in terms of qualitative data, we examine student work, scholar monthly progress reports, conference logs, teacher observations of scholars, student engagement and participation, scholar notebooks, journals, anecdotal logs, reading logs, scholar goals, attendance and student portfolios.

Interim assessments allow teachers to gain a global impression of how well the class as a whole is doing within their content, what the scholars strengths and weaknesses are in the standards (Where do we need to work the most?), how the class does when re-taught the same standards, are they retaining old material, how do the

results on the different question types compare (multiple choice vs. open ended, reading vs. writing), reflecting on every scholar area of strength and weakness. Additionally, by looking at trends and patterns teachers have gained the ability to take a deeper look at how individual students are learning, what we call “digging in.” For example, did students all choose same wrong answer? Why or why not? Compare similar standards: do results in one influence the other? Break down each standard: did they do similarly on every question or were some questions harder? Why? Sort data by students’ scores: are there questions that separate proficient/non-proficient students? Look horizontally by student: are there any anomalies occurring with certain students? Hence, the clinics facilitate a systematic approach to re-teach standards scholars have not mastered and to differentiate individual and group needs based on interim assessment results. One of the most important purposes of the clinics in the data driven instructional process is that it pushes teachers to be active researchers in the classroom by utilizing the data and immediately modify instruction to meet students needs based on results. It has also created a cycle of assessing, analyzing, and taking action to move scholars towards academic success, as shown below:



Lastly, our clinics will help us reach our yearly 30 point growth in scholars proficient or higher at each grade and our long term goal of becoming a 90/90/90 school by providing the necessary academic support to help our scholars reach mastery.

In Greater Detail:

Interim Assessments (Acuity) & Pre and Post Unit Assessments

- Math department analyzes Periodic Assessments
- Differentiated skill groups are identified by Acuity
- Accelerated Mathematics scores are tracked for student progress & used to develop goals
- ACUITY student data analysis sheet is used as a tool for student reflection
- Data coaching at multiple levels: content area team meetings, grade level inquiry teams, critical friends groups, one-on-one meetings
- Pre and Post Unit Assessments designed to look at skill areas in detail
- Interventions and adjustments to instruction created based on analysis after each assessment through clinics and lesson/curriculum scaffolding

Standards-Based Grading

- Standards-based rubrics created for each major project and writing piece used in various in-class, formative, and summative assessments
- Core teams discuss standards, how to assess; how to scaffold for, and report achievement

EPA Focus Analysis on the Learning Outcomes and Needs of all Student Subgroups by:

- Inquiry team: learning teams are split by grade
- Student Support Team comprised of the school social worker and advisors
- Analyzing and sharing of student work within the department.
- Developing student talk in the department (turn and talk, Socratic circles, and mini-lesson where students participate in semi-circle discussion)
- Mathematics after school programs for target group and ELL’s (Utilizing Renaissance Mathematics Program)

- Critical Friends Group comprised of the Special Education Lead Teacher, Social Workers, Support Staff, Content Area & Special Education teachers which regularly convenes to analyze learning outcomes

Student Performance Trends

Based upon our analysis of the data, specifically our interim assessment, the following demonstrates the overall findings of our student population.

School-wide Trends: Areas of focus, as reflected on the data, in which students need the most support.

1. Trends: Interim Assessments : - 6th grade
 - Reading and writing numbers, order of operations, and GCM/LCM
 - Evaluating expressions and substitution to evaluate expressions
 - Estimation and Exponents with order of operations
 - Place value of trillions
2. Trends: Interim Assessments : - 7th grade
 - Square roots of non-perfect squares
 - Working with number lines
 - Recognize the difference between rational and irrational numbers
 - Distinguish between various subsets of real numbers
 - Scientific notation.

Significant Aids to the School's Continuous Improvement

Scholar Lead Conferences: EPA considers the relationship between scholars' families and the school to be of paramount importance. At three times during the school year, the school invites scholars and their families to attend formal conferences during which report cards are given to families. EPA Scholar-Led Conferences replace the traditional parent/teacher conference. The scholar, parent/guardian, and advisor, and other adults attend the SLC. The advisor facilitates the meeting, but the scholar is in charge. During the conference scholars lead their families through a portfolio of assignments culled from academic classes. Scholars justify quarter grades in each class by referencing specific assignments that show mastery of learning targets. Scholars also complete self-evaluations of their performance in each class and share them with their families. Scholars are held accountable for their progress when they explain areas of strength and areas in need of improvement. The tone of the conference is positive with a focus on what can be done to ensure success as opposed to what has been done poorly.

SLC Goals:

- To increase scholar accountability and autonomy concerning academics and character.
- To hone scholar verbal communication and critical thinking skills.
- To emphasize EPAs' scholar centered philosophy.
- To build open relationships with families concerning scholar progress at EPA
- To help scholars meet speaking standards.
- To teach scholars how to persuade by substantiating claims with evidence.

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Science

Since our students do not take yearly state examinations the science department examines summative data from state assessments, topics and skills assessed in the previous science state exams, to organize our areas of teaching focus. The department also uses previous state assessments in science to implement interim assessments through which we assess content vocabulary understanding and skills. Furthermore, interim assessments allow teachers to gain a global impression of how well the class as a whole is doing within their content, what the scholars strengths and weaknesses are in the standards (Where do we need to work the most?), how the class does when re-taught the same standards, are they retaining old material, how do the results on the different question types compare (multiple choice vs. open ended, reading vs. writing), reflecting on every scholar area of strength and weakness. Additionally, by looking at trends and patterns teachers have gained the ability to take a deeper look at how individual students are learning, what we call “digging in.” For example, did students all choose same wrong answer? Why or why not? Compare similar standards: do results in one influence the other? Break down each standard: did they do similarly on every question or were some questions harder? Why? Sort data by students’ scores: are there questions that separate proficient/non-proficient students? Look horizontally by student: are there any anomalies occurring with certain students? Hence, the clinics facilitate a systematic approach to re-teach standards scholars have not mastered and to differentiate individual and group needs based on interim assessment results. In addition to interim assessments, we also use teacher-made assessments such as pre and post assessments for current units of study. In terms of qualitative data, we examine student work, scholar monthly progress reports, conference logs, teacher observations of scholars, student engagement and participation, scholar notebooks, anecdotal logs, scholar goals, attendance and student portfolios.

Greatest Accomplishments

Effective Use of Data

- State assessment results, student work, classroom observations, and attendance and safety data are used to diagnose the school’s strengths and weaknesses.
- Interim assessment data (disaggregated by grade, subject, and subgroups) are used to track progress and adjust goals, resource allocation, and strategy (including extra time, coaching, etc.).
- Various data are used to evaluate the school’s goals and organizational decisions.

Interim Assessments (Acuity) & Pre and Post Unit Assessments

- Content Area teams analyze Periodic Assessments
- Differentiated skill groups are identified by Acuity
- Accelerated Reader tracked for reading progress & used to develop goals
- Accelerated Reader scores in reading and math are tracked for student progress & used to develop goals
- ACUITY student data analysis sheet is used as a tool for student reflection
- Data coaching at multiple levels: content area team meetings, grade level inquiry teams, critical friends groups, one-on-one meetings

Diagnostic use of Student Learning Data

- Content Area teams, Grades 6 & 7 Inquiry Teams, and 6 & 7 grade Critical Friends Groups,
- Teams use interim data to identify trends, track progress, and adjust instruction.
- Teachers use on-the-spot assessments, conferring, and student work to fine-tune and differentiate instruction.

Clinics

Based on the data analysis of the interim assessment, clinics are established for small group instruction to meet the needs of groups and individuals. Clinics are small groups of scholars organized by the skill or area of needs as reflected on the interim assessment. These groups are given individualized tasks focusing on the skill or area the group needs to improve. As the students master these skills they are re-arranged to target other tasks or to a more challenging group to increase the rigor.

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SECTION V: ANNUAL SCHOOL GOALS

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

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

1. 90-90-90 School

We will gain 20 points on the 2011 English language Arts And Math State Exam to reach our ultimate goal of becoming a 90-90-90 school by 2013. 90% or more of the students were eligible for free and reduced lunch, 90% or more of the students were members of ethnic minority groups, and 90% or more of the students met the district or state academic standards in reading and math. Through a 90-90-90 school, time is devoted to teacher collaboration that focuses on student work and proficiency through critical friends group, grade data meetings, content area meetings and school-wide meetings. In addition, aside from having a report card, progress reports are mailed home every six weeks to inform parents/guardians of areas of strengths and areas for growth of improvement. Teachers also make phone calls homes on a regular basis to keep parent/guardian updated with their child's progress.

Additionally, to support our creation of a 90-90-90 school by 2013, we will make dramatic changes on our schedules to meet the needs of our students in our school. For instance, we will add an Academic Intervention Period where students' literacy and math skills will be enhanced through critical thinking activities. There will be a push in teacher into the classes that have the most needs. The push-in teacher will support the students in guided reading and their reading levels.

2. Accountable Talk

We will continue our work on accountable talk through the implementation of Socratic Circles and turn and talk techniques. During accountable talk, students listen to each other attentively, build on each other's ideas and challenge each other respectfully, refer regularly to the texts and notes read and taken in class, provide evidence for their opinions and theories and ask questions to clarify each other's ideas. Students also set goals, are assigned a partner, observe each other and check off if their partner has met or has not met a specific goal. Afterwards, students discuss ways to help each other meet off their goals. Our work will continue to revolve around the “Five Productive Talk Moves Classroom Discussion” by Chappin, O'Conner and Anderson.

Revoicing. The teacher essentially tries to repeat (clarify) some or all of what the student has said, and then asks the student to respond and verify whether or not the teacher's revoicing is correct.

Asking students to restate someone else’s reasoning. (“Can you repeat what he just said in your own words?”) Instead of the teacher revoicing, the students are asked to revoice for each other.

Asking to apply their own reasoning to someone else’s reasoning. (“Do you agree or disagree and why?”) After a student has made a claim and the teacher has made sure that students have heard it and have had time to process it, she can move on to elicit student reasoning about the claim.

Prompting student for further participation. (“Would someone like to add on?”) This prompting for more input on previous statements will, over time, result in students showing more willingness to weigh in on what the group is considering.

Using wait time. (“Take your time...we’ll wait...”) The move of silence. Wait at least 10 seconds.

Finally, talking with others about ideas and work is fundamental to learning. It gives our students the opportunity to organize their thinking into coherent utterances, hear how our thinking sounds out loud, listen to how others respond and, often, hear others add to or expand on our thinking. But not all talk sustains learning. For classroom talk to promote learning it must be accountable to the learning community, to accurate and appropriate knowledge, and to rigorous thinking.

3. Self Management of Learning

There is a multiplicity of individual learner characteristics that impact learning and performance for the adult learner—including personal management issues, preferences or styles, self-regulation of learning strategies, as well as attitudes, perceptions and beliefs related to academic performance and personal development. These characteristics vary significantly from learner to learner and have an important impact on learning and achievement. Learners are responsible owners and managers of their own learning process. self-management (management of the context, including the social setting, resources, and actions) is integrated with self-monitoring (the process whereby the learners monitor, evaluate and regulate their cognitive learning strategies). During self-management of learning, Teachers scaffold learning by making learning 'visible.' They model learning strategies and work with students so that they develop the ability to use them on their own. To establish the habit of self-monitoring, teachers need to encourage learners to reflect on what they did and to revise attempted work. At EPA, we will continue to hold Scholar Led Conferences where students present their work in a portfolio to their family and talk about their progress. Students are given the opportunity to reflect on their work and to create an action plan (End of the Quarter Reflection & Goal Setting Sheet & Scholar-Led Conferences Student Script) that shows where students need to improve and the changes they need to make to meet their goals. Students are expected to complete a Scholar-Led Conference Assessment where students measure their character, content and communication skills on a rubric ranging from one to four.

4. Gradual Release Responsibility (GRR)

In order to continue our scholar's development we will participate in a series of professional development to study the Gradual Release of Responsibility Model (GRR) as described in *Better Learning Through Structured Teaching*: by Douglas Fisher and Nancy Frey. We will continue our work on scholar learning, data-driven instruction, and accountable talk.

Through professional development we hope to improve student achievement by honing the precision of our teaching through a deep narrow look at the components of GRR model. By learning how to utilize data to make informed decisions in our instruction we will help scholars reach proficiency. GRR is a process that gradually releases responsibility for learning to students; struggling readers can improve comprehension, build vocabulary, and increase self-efficacy. Finally, develop life long learners, build independence in our scholars, and develop their ability to engage in dialogue with their peers and adults. We truly believe that everyone can learn. We all have obstacles to overcome. The journey is easier if we can overcome them with others. The success of our struggling readers shows that even a shared deficiency can be the launching pad for success. Adding caring, guiding teachers in whom students trust, taking small steps to ensure success, and realizing that mistakes are part of learning can motivate everyone to achieve more than they ever imagined.

All stakeholders that service our students will have an opportunity to reflect on their work by providing a grade on their focus lessons (1=Accomplished, 2=Proficient, 3=Developing, 4=Emerging). They will also identify the areas they need help in order to improve and this will help administration in providing appropriate and adequate support to the staff. Staff will also make to observe each other while teaching a lesson. During the observations, A GRR Observation Template will be complete as feedback. For instance, the observer can jot down noticings, wonderings and next steps for the teacher being observed teaching a lesson.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><u>90-90-90 School</u></p> <ul style="list-style-type: none"> -Staff will receive ongoing PD that focuses on differentiated instruction and the use of technology with students; they will also receive PD on analyzing data and using the results to drive classroom instruction. Professional development seminars for staff will occur Mondays as per 2010 – 2011 school calendar and during summer months . -Use of technology software to enhance instructional practices, increase technology skills and elevate self-management of learning for students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>90-90-90 School</u></p> <ul style="list-style-type: none"> -Reflections by the staff on provided PD -Differentiated skill groups identified by ACUITY Interventions and adjustments to instruction created based on analysis after each assessment through clinics and lesson/curriculum scaffolding -Data coaching at multiple levels: content area meetings, grade level inquiry teams, critical friends groups, one-on-one meetings ACUITY data analysis sheet is used as a tool for Student Reflection -Interim Assessments across content every six weeks -Clinics every six weeks (small group activities) -STAR Test (two times per year) -Renaissance (ongoing) -It is projected students will increase levels in all assessments.
<p><u>Annual Goal #2</u> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Accountable Talk</u> Continue our work around Accountable Talk through Socratic Circles twice a month; establish goals and utilize a rubric so that students can identify if their goals are being met; create an action plan for goals not met.</p>
<p>Action Plan Include: actions/strategies/activities the s</p>	

<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Accountable Talk</u> <i>Actions/Strategies/Activities:</i> Socratic Circles, turn and talk, using accountable talk stem while speaking (for example, “I would like to add on to what Sara said”...), Professional Development for teachers from Lucy West, “Five Productive Talk Moves Classroom Discussions” <i>Target Population(s):</i> All EPA Students <i>Responsible Staff:</i> All Content Area Teachers <i>Time line:</i> Ongoing</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> Teachers will receive ongoing Professional Development in areas of needs on successfully implementing Accountable Talk in the classrooms and integrating Socratic Circles into the UbD curriculum units 	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> During accountable talk, students listen to each other attentively, build on each other’s ideas and challenge each other respectfully, refer regularly to the texts and notes read and taken in class, provide evidence for their opinions and theories and ask questions to clarify each other’s ideas. Students also set goals, are assign a partner, observe each other and check off if their partner has met or has not met a specific goal. Afterwards, students discuss ways to help each other meet off their goals 	

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Self-Management of Learning</p> <ul style="list-style-type: none"> At EPA, we will continue to hold Scholar Led Conferences where students present their work in a portfolio to their family and talk about their progress. Students are given the opportunity to reflect on their work and to create an action plan (End of the Quarter Reflection & Goal Setting Sheet & Scholar-Led Conferences Student Script) that shows where students need to improve and the changes they need to make to meet their goals. Students are expected to complete a Scholar-Led Conference Assessment where students measure their character, content and communication skills on a rubric ranging from one to four. By the end of eighth grade, students will present their portfolio that will entail growth in their work from 6th grade to 8th grade. 	
<p>Action Plan: Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Self Management of Learning Actions/Strategies/Activities: Scholar Led Conference, SLC Assessment , End of the Quarter Reflection Form, Blogging, Goal Setting Sheet, Quiz/Test Self Reflection Form Target Population(s): All EPA Students Responsible Staff: All Staff Time line: Continuously throughout the year</p>	

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> Teachers will receive ongoing professional development in areas of need during Monday PD and one-on-one after informal and formal observations conducted by coaches and administrators. Our summer professional development, Monday PD, and November 4th PD will focus on the role of student conversations in building an academic environment that supports student growth.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> At EPA, we will continue to hold Scholar Led Conferences where students present their work in a portfolio to their family and talk about their progress. Students are given the opportunity to reflect on their work and to create an action plan (End of the Quarter Reflection & Goal Setting Sheet & Scholar-Led Conferences Student Script) that shows where students need to improve and the changes they need to make to meet their goals. Students are expected to complete a Scholar-Led Conference Assessment where students measure their character, content and communication skills on a rubric ranging from one to four.
<p><u>Annual Goal #4</u> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Gradual Release of Responsibility</u></p> <ul style="list-style-type: none"> All stakeholders that service our students will have an opportunity to reflect on their work by providing a grade on their focus lessons (1=Accomplished, 2=Proficient, 3=Developing, 4=Emerging). They will also identify the areas they need help in order to improve and this will help administration in providing appropriate and adequate support to the staff. Staff will also make to observe each other while teaching a lesson. During the observations, A GRR Observation Template will be complete as feedback. For instance, the observer can jot down noticings, wonderings and next steps for the teacher being observed teaching a lesson.
<p>Action Plan Inc</p>	

<p>Indicators of Interim Progress and/or Accomplishment Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Gradual Release of Responsibility</u> <i>Actions/Strategies/Activities:</i> Scholar Led Conference, Blogging, Goal Setting Sheet, Quiz/Test Self Reflection Form <i>Target Population(s):</i> All EPA Students <i>Responsible Staff:</i> All Staff <i>Time line:</i> Continuously throughout the year</p>	
<p>Aligning Resources: Implications for Bud Staffing/Training, and Schedule Include sons/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Ongoing Professional Development in the areas of needs for the staff 	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • All stakeholders that service our students will have an opportunity to reflect on their work by providing a grade on their focus lessons (1=Accomplished, 2=Proficient, 3=Developing, 4=Emerging). They will also identify the areas they need help in order to improve and this will help administration in providing appropriate and adequate support to the staff. Staff will also make to observe each other while teaching a lesson. During the observations, A GRR Observation Template will be complete as feedback. For instance, the observer can jot down noticings, wonderings and next steps for the teacher being observed teaching a lesson. 	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring – Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
1	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
2	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
3	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	85	85	N/A	N/A	30	1	30	3
7	109	109	N/A	N/A	21	4	21	2
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	-In order to meet the diverse needs of our scholars we have established an afterschool program that provides support in ELA. Accelerated Reader Program is used to track progress & used to develop goals. In addition, we also provide a push-in support model to help students that are having difficulties mastering standards in literacy. Furthermore, based on the data analysis of the interim assessment, clinics are established for small group instruction to meet the needs of groups and individuals. Clinics are small groups of scholars organized by the skill or area of needs as reflected on the interim assessment. These groups are given individualized tasks focusing on the skill or area the group needs to improve. As the students master these skills they are re-arranged to target other tasks or to a more challenging group to increase the rigor.
Mathematics:	In order to meet the diverse needs of our scholars we have established an afterschool program that provides support in mathematics. Accelerated Math Program is used to track progress & used to develop goals. In addition, we also provided an Advisory Period where students utilize Impact Intervention workbook. Students are assigned a skill based on their skill deficit in which they are given a mini-lesson and extra support on the skill. Advisors group students according to their percentage of mastery, and are assigned another skill are assigned more practice problems made available on their tracking sheet. They are also assigned hands-on activities to enhance their math skills.
Science:	Interventions and adjustments to instruction created based on analysis after each assessment through clinics and lesson/curriculum scaffolding. The teacher facilitated creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another's thoughts. Students are assigned to a pre-planned cluster for small group activity.
Social Studies:	Interventions and adjustments to instruction created based on analysis after each assessment through clinics and lesson/curriculum scaffolding will continue to be provided to all students. Similar to ELA, clinics will continue to be implemented based on teachers use on-the-spot assessments, conferring, and student work to fine-tune and differentiate instruction.

At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	<p>Our goal is for all students regardless of their disability to maintain placement in the general education class. Because some of our students present with moderate to even severe social/emotional deficits, the Psychologists and the rest of the IEP team has established a relationship of weekly collaboration. As a result, systems have been created that provide educators with strategies to assist students with self-management of behavior. These include, but are not limited to, the student being able to work productively without distractions, engage in discussions respectfully and constructively and ask for help when needed. The administrative team, teaching staff and social worker collaborate with the Psychologist to utilize interventions such as RTI to address students with extremely challenging behavior. These meetings provide the opportunities for staff to create behavior assessments and action plans that will help decrease and/or eliminate problematic behaviors. If the issues persist and cannot be resolved the student may be referred for an evaluation.</p>
At-risk Services Provided by the Social Worker:	<p>We have a full time social worker that works hand-in-hand with EPA's scholars and parents to design goals and objectives to achieve academic and social success. Through our advisory program EPA continuously provide the emotional and social support that our children need during the difficult teen years.</p>
At-risk Health-related Services:	<p>To increase with disabilities access to education with non-disabled peers, health services are provided by paraprofessionals. They support students throughout the day and assist them with toileting, feeding, transfers from wheelchairs and ambulation. To address IEP mandates, while improving students' academic performance, we promote Integrated Related Services which decreases the anxiety and stigma that students have expressed about being pulled out of classes.</p> <p>Students may receive speech, occupational, and/or physical therapy to improve language comprehension cognitive functioning, functional daily living skills and balance mobility and ambulation.</p>

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

NCLB/SED requirement for all schools

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

**Esperanza Preparatory Academy
Language Allocation Policy
Fall 2009**

Part I: School Profile

A. Language Allocation Policy Team Composition

SSO/District Replications 04	Esperanza Preparatory Academy MS 372
Principal: Alexandra Estrella	
Coach: Frances Murrell	Dual Lang Coach: Rhina Cerda
Dual Lang teacher: Michelle Camilo	Guidance Counselor: Maria
Teacher/Subject area Pablo Lopez	Parent: Mrs E. Foxe
Teacher/Subject area: Sara Vogel	Parent Coordinator: N/A
Network Leader: John Sullivan	

B. Teachers Qualifications

Certified ESL teachers 1 Certified bilingual teachers 6 NLA certified 3 Content area w/bilingual ext 5

C. School Demographics

Total number of Students: 300 Total Number of ELLs 50
ELLs as Share of Total student pop 21.2%

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school.

At EPA, parents complete a Home Language Identification Survey (HLIS) for their child. Based on their responses to the survey questions, their child will be administered the Language Assessment Battery (LAB-R) and determined to be an English Language Learner who is entitled to receive services in one of the following programs:

- Transitional Bilingual Program,
- Dual Language/Two Way Program, or
- English as a Second Language Program.

EPA also holds Parent Orientation Meetings where parents are shown a video hosted by the New York City Department of Education. In this video, parents have the opportunity to get information on the three different programs available for ELLs. Once the parents have watched the video, they are able to select the program in which they would like to have their child enrolled. They are given the Parent Survey and Program Selection, along with other materials. During this orientation parents will have an opportunity to ask questions about educational programs and services that are available for their child before making a choice. The Dual language coordinator at the school is responsible to inform parents about the program in the school

Describe the trends in program selection for the past few years, also addressing the default option for TBE programs

Trends in program choices

Since Esperanza Preparatory Academy opened up last year with a Dual language program, parents in the community opted for choosing the Dual language program as their first choice. This is the second year of the school and parents still want continuation of the program. After reviewing the Parent's Survey the trend in parents' first program choice has been Dual language. Most parents, especially those whose children are new arrivals, want their children to maintain both their native language and the second language. A few parents have requested that their children be placed in Freestanding ESL classes, especially those whose children have first languages other than Spanish, but unfortunately those requests have not been able to be granted. Hopefully the next school year, we will have an opportunity to open a free standing ESL class, to accommodate parents' requests. For the meantime parents are recommended to find ESL programs placements in others schools from the district that can accommodate their requests.

Part III ELL Demographics

3A. EPA has a total number of 300 scholars, and 50 of them are ELLs which means 22.6% of the school population is comprised of ELLs.

3B. EPA has a departmentalized program model where teachers specialize in one content area. Consequently, most of our teachers are bilingual certified and content area certified. EPA's Dual language program consists of one dual language class by grade. Classes are taught in Spanish and English following the 50/50 model. Classes are taught by unit and content. For example; when Literacy and Social Studies are taught in Spanish, Science and Math are taught in English.

The goal of EPA Dual language program is to develop student's fluency and command of two languages throughout schooling. EPA's Dual language program serves both language-minority students in need of English language development and monolingual English speaking students who are interested in learning a second language. The goals of EPA's Dual Language program are to provide high quality, standard based instruction for

English Language learners (ELs). It teaches children language through content, with teachers adapting their instruction to ensure student's comprehension and using content lessons to convey vocabulary and language structure. Programs vary in terms of the amount of time they devote to teach language, which grade levels they serve, how much structure they impose for the division of language and curriculum and what populations they serve. EPA has a very clear language policy. Students receive half of their instruction in English, and half the other half in the native language, which in this case is Spanish. Language is taught through content areas as well as through literacy. In order to best promote the use of academic language in Spanish and to maintain the 50/50 model, we implemented the co-teaching model in all content areas.

2. Based on Dual language model, scholars at EPA in the dual language classes receive the mandated or extra number of instructional minutes. The 50/50 instructional model allows for student to have the 300 minutes per week per subject area.
3. Within the content area subjects these are the instructional approaches and methods used to make content more comprehensible to enrich language development. The subject area teachers include a variety of practices to support these students. Some of these are the use of graphic organizers, brainstorming, literacy circles, interactive bulletin boards, vocabulary building, double entry journals, semantic maps, read and tell, think, pair and share, the writing process, visualization, story- telling through pictures and illustrations for beginners students, quick writes, turn and talk strategy, and the Socratic seminar workshop.

At EPA every subject teacher that instructs dual language student is required to have a language objective for his or her lesson. These language objectives are determined by student work, student performance, teacher observation, informal as well as formal assessment including NYSESLAT data results by modality, student-teacher conferencing as well as the language required for students to better understand the content.

The assignment of students to cooperative learning groups is taken very seriously when it come to long term ELLs. The content area student performance and the student language performance are examined, then groups are formed. Cooperative groups give students the opportunity to read, listen, write, and speak for information and understanding, literary response and expression, critical analysis and evaluation, and for social interaction. The bilingual team helps the subject-area teacher to place students in groups and assists the teachers in making sure that in every subject area there is a wide variety of materials to support the ELLs. The ELLs are assigned a "Shoulder Buddy", who can serve as a support system for the student. This peer relationship serves many purposes, as it also helps the students to think of each other as resources and therefore take ownership of their learning. In every subject there is a subject area library that has materials in both languages to assist students in that specific subject. There is also a variety of reading levels in both subjects. Renaissance levels are used in order to facilitate students' increase in reading and vocabulary comprehension as well as to promote independence and ownership of learning.

A lot of the strategies mentioned above are also used to deliver ESL instruction through Social Studies content. Teachers especially focus on the use of graphic organizers to make Social Studies content more comprehensible. Students are given support on their understanding of new vocabulary through the use of visuals, maps and globes and by connecting vocabulary terms to real-life situations. In addition, teachers focus on the 5 Habits of Mind through social studies, with an emphasis on Evidence, Significance and Point of View. ELLS in all grade levels work on a number of projects throughout the year in which they "put themselves in someone's shoes" to build their understanding of historical events in an engaging way. These projects give them the opportunity to express themselves in writing and practice new vocabulary as well.

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Differentiate instruction for ELL subgroups:

At EPA and the Staff Development Team begins by making sure that every child that is registered in our school is taken through the process of identification process. A designated bilingual teacher in conjunction with the Dual Language Coordinator (Ms. Rhina Cerda), looks at the student’s information when students are registered and classify students accordingly.

SIFE/ELLS./Long term Ells

For newly arrived student EPA administered the ALLD in order to identify if the student falls into the SIFE category, once the student is identified as SIFE students, we placed student in the dual language class with parents’ consent. In general, parents of new arrivals, including SIFE students, choose to place their children in the Dual Language Education class. The child is placed in the selected class and the child’s name is provided to every teacher that teaches in that classroom.

The child that has been identified as a SIFE student is provided a Native Language proficiency examination in which a student is asked to read, write, speak and listen. This informal assessment is used as a base of data to help us transfer ELL’s language knowledge into English. This informal assessment takes into account multiple situations and contexts making sure the students are able to apply to language skills at the same level in all situations. This is the first year that EPA will administer the **ALLD** exam for all newly arrived students to identify if they fall into the category of SIFE.

The child is placed in the Dual Language program to help him acquire the native language skills he or she is lacking and also acquire the skills to learn the second language. SIFE students who have a low performance in their native language will also be pulled out to receive intervention in their native language in order to develop native language skills.

During the regular school day the subject teachers have a “buddy system” in which the SIFE students are paired with a student who has had more formal instruction. The classroom activities are based on the following:

- Elicit prior knowledge on given topics and check student comprehension often as topics are introduced.
- Emphasize life situations and problems that require a higher order of thinking.
- Make sure graphic organizer displays information clearly and logically.
- Employ drama, role-play to enhance communication.

There is a library in both dual language classrooms that contains books in SIFE student’s native language as well as in English that he/she is able to read. There are different literary genres and most important there are also non-fiction books at the student’s reading levels that allow subject teachers to recommend students to use support grade levels curriculum in math, social studies, science, and literacy. Students work in groups

providing students a greater opportunity to read, write, listen, and speak for information and understanding, literary response and expressions, critical analysis and evaluation and social intervention.

Students are also provided with listening activities with books on tape in order to promote comprehension. In this manner students are provided with materials at the students “i + 1” level. This begins to promote rigor, making sure that students are also exposed to reading material out of the “comfort zone” so they continue advancing. The teachers during Tier I intervention pull them out to the conferencing stations and discuss material.

After school programs are offered for these specific students from the following selections:

- Developing Oral Language Skills for Newcomers
- Friday ELL Academy
- ESL classes using RIGOR materials
- “Homework Help”
- ELL Math Program
- Parents are offered workshops in order to inform them of their child’s education
- Literacy coach/dual language coach provides Saturday workshops for parents on topics such as Renaissance Reading, the use of reading logs, reading with your child at night, and other helpful things parents can do at home to help their child success academically
- Technology and sports and academic after school clubs
- BICS Program designed to build on the oral skills for newcomers.

Teachers utilize Smart Boards, computers to provide students with more visual aides in interactive activities to promote more learning and understanding of subject matter. These instruments assist teachers to scaffolding instruction by allowing teachers to support through modeling questioning and getting feedback. Assessing progress occurs on an ongoing basis by the dual language coordinator during the pullout session in native language and by the subject teachers in the regular classrooms.

EPA provides SIFE students with a unit test in their subject area as well as a scaffold English language unit test, which includes pictures; figurative language, short fables and other reading skills the students have been practicing in Literacy. This formative assessment serves to guide the teachers in helping the students during regular class as well as in the after school activities. In that manner, students are provided the grade level curriculum, yet are assisted and supported by different programs.

In the middle of the year, the Dual language teacher and conduct a practice test very similar to the NYSELAT in order to assess growth and develop instructional plans for the students. During the entire school year, students participate in advisories as well as clubs with the monolingual students in order to immerse them in activities that are fun, but yet provide them with means to communicate in English (natural approach).

After school programs are offered for these specific students from the following selections:

- Math in the native language, “Destination Math”
- ESL classes/RIGOR for beginners and EMC for intermediate and advanced students
- “Homework Help”
- Renaissance in both Math and Literacy
- Skills Tutors in Math and Literacy

Programming and Intervention

EPA offers ELLs scholars a series of interventions such as Renaissance program in Math and Literacy in order to enhance reading abilities, comprehension skills and building stamina for reading. Scholars also have the opportunity to be immersed in academic language through the use of Accountable talk and Habits of Mind. Our scholars are participants of the Socratic Seminar, not only in the classrooms but in their Advisory groups. This approach allows them to gain confidence at public speaking, develops their listening skills and critical thinking.

At EPA scholars who achieve levels of Proficient on the NYSESLAT test, they remain in the Dual language program. At EPA we want to make sure students remained bi-literate. In addition, all teachers of other subjects are given, along with a list of ELLs, a list of “former ELLs” so they are aware who in their classes needs continued support. Teachers will also be given training on ESL strategies through professional development sessions, such as QTEL, and other OELL professional development.

At EPA we are very interested in obtaining programs such as Achieve 3000, Destination Math, and My Access Writing. We believe those programs can help move our ELLs with the language acquisition especially for our intermediate and advanced group. We are also considering opening up an ESL model, since some parents are requesting the program. Spanish and English are used consistently to teach academic content areas-(ELA and NLA), mathematics, science and social studies.

Dual Language Program

EPA teaches scholars language through content, with teachers adapting their instruction to ensure student’s comprehension and using content lessons to convey vocabulary and language structure. In order to best promote the use of academic language in Spanish and to maintain the 50/50 model, we implemented the co-teaching model in all content area, which is taught only in Spanish. This model allows for an increased amount of student teacher interaction during the work period. Some of the challenges that had to overcome in implementing this model included: Acquiring appropriate level textbooks and other instructional materials; roles of the teacher; and differentiating instruction for learners at different levels of Spanish proficiency. We were able to overcome these obstacles with creativity and a dedication to the true reasoning behind the co-teaching model. In order to most appropriately utilize our time and resources, we implemented Project Based Learning (PBL) in all content areas.

The PBL model is highly effective in building academic language because it engages students in exploring areas of interest interdependently and in groups and, because it is inquiry based, requires them to ask many questions, research answers, and utilize higher order thinking and academic language in the learning process. Further, PBL, allows scholars in monolingual classes and dual language classes a higher level of independence in academic pursuits thus leaving the teacher more time to work individually with either more motivated learners or with students struggling with beginning level concepts. The co-teaching model allows the teachers to work together on teaching, learning, and assessment projects. As previously mentioned, teachers are able to teach to their areas of expertise. Furthermore, lesson planning is more effective because both teachers plan together with the standard and student needs in mind so the teachers are able to be more creative in how to approach the material.

Professional Development

Esperanza Preparatory Academy's dual language program is a staff with teachers who demonstrate strong academic language proficiency, in both English and Spanish, and are equipped with the appropriate teaching certification, engaged in professional development, and skilled in both content and pedagogy. Our teachers are language learners, subject area experts and adept at developmentally appropriate practices. Due to the arduous nature of teaching in Dual Language programs, these educators must be passionate and committed to the program. EPA teachers have dual language certification in their subject area and bilingual education. Furthermore, we will continue to explore ways to grow the number of teachers with extensions in bilingual education that are single subject credentials.

During the 2009/2010 year EPA will be conducting five full staff professional development sessions on ELLs. The first session, focused on the identification of ELLs in all classes, using NYSESLAT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a "buddy system" by pairing ELLs with non-ELLs in their classrooms. Prior to the beginning of academic year 2009-2010, EPA Bilingual Team reviewed available data for our incoming 6th grade students. We look specifically at the elementary school testing history, including NYSESLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable.

The second ELL Professional Development focused on strengthening ELL's language acquisition in the classroom. Teachers were given charts highlighting their ELLs' Areas of Strength and Areas of Concern according to the 2009 NYSESLAT data. Dual language coordinator shared her expertise on the strategies for improving students' vocabulary comprehension through the use of student glossaries. In another professional development content area dual language teachers will discuss the identification and tracking the language development needs of ELLs in monolingual classrooms. At EPA, we will also use literary circle in content area classrooms to deepen the ELLs understanding of non-fiction text. Some bilingual teachers will also share her experience on the use of conferencing to inform, practice and assess ELLs' listening skills. The Dual Language coordinator will facilitate a workshop on the use of the Listening centers for instruction of ELL.

Five 50-minute **professional development** sessions will be developed to ELL services, including:

- Using NYSESLAT data to drive and differentiate instruction – October 2010
- Incorporating ExC-ELL/RIGOR strategies into the content areas- November-2010
- Scaffolding for ELLs in monolingual classrooms – December 2010
- Using the "ELL buddy system" to improve ELLs achievement – January 2011
- Destination Math strategies– February 2011
- Monitoring ELLs' progress throughout the content areas – March 2011
- Enhancing ELLs' listening skills –April 2011

Parental Involvement

Parents are informed through letters, website posting, school messenger messages and school flyers. The school also provides parents with surveys and workshops to continuously have an active parental voice in the school. With the support of Children’s Aid Society we have extended our parental leadership by providing parental workshops with Learning Leaders and providing baking and jewelry classes for parents during the day. We also have a spring and fall orientation tours to inform parents of the incoming 6th graders for the upcoming school year. During these learning walkthroughs, parents have an opportunity to visit the school, get informed about programs in the school, visit classrooms, meet teachers, and get an overall idea of how the school functions in a daily basis. Translators are available for these parent orientations. Parents will leave the school with an idea of what are the school expectations, rules and regulations, assessments, instructional standards, academic rigor and support on their part to work with the school community to their children’s best interest.

We invite parents to send out letters with questions and concerns in order to address their needs. Most parents send us request that they are interested in workshops on how to assist their children with homework, emotional and social issues they are encountering at home. EPA address those needs by setting up workshops to help them maintain a good relationship with their children, help them with assignments and so on. A series of workshops will be develop throughout the course of the year held by our bilingual and dual language social worker.

- Such as:
- 1) Help your children succeed in school
 - 2) 101 Ways to Help Your Child Learn to Read and Write
 - 3) How to Assist your child with homework
 - 4) Study habits of a Teenager
 - 5) 365 Ways to raise confident kids
 - 6) 7 Mistakes good parents make
 - 7) How to speak and understand your child without raising your voice?
 - 8) Practical Raising of Teenagers

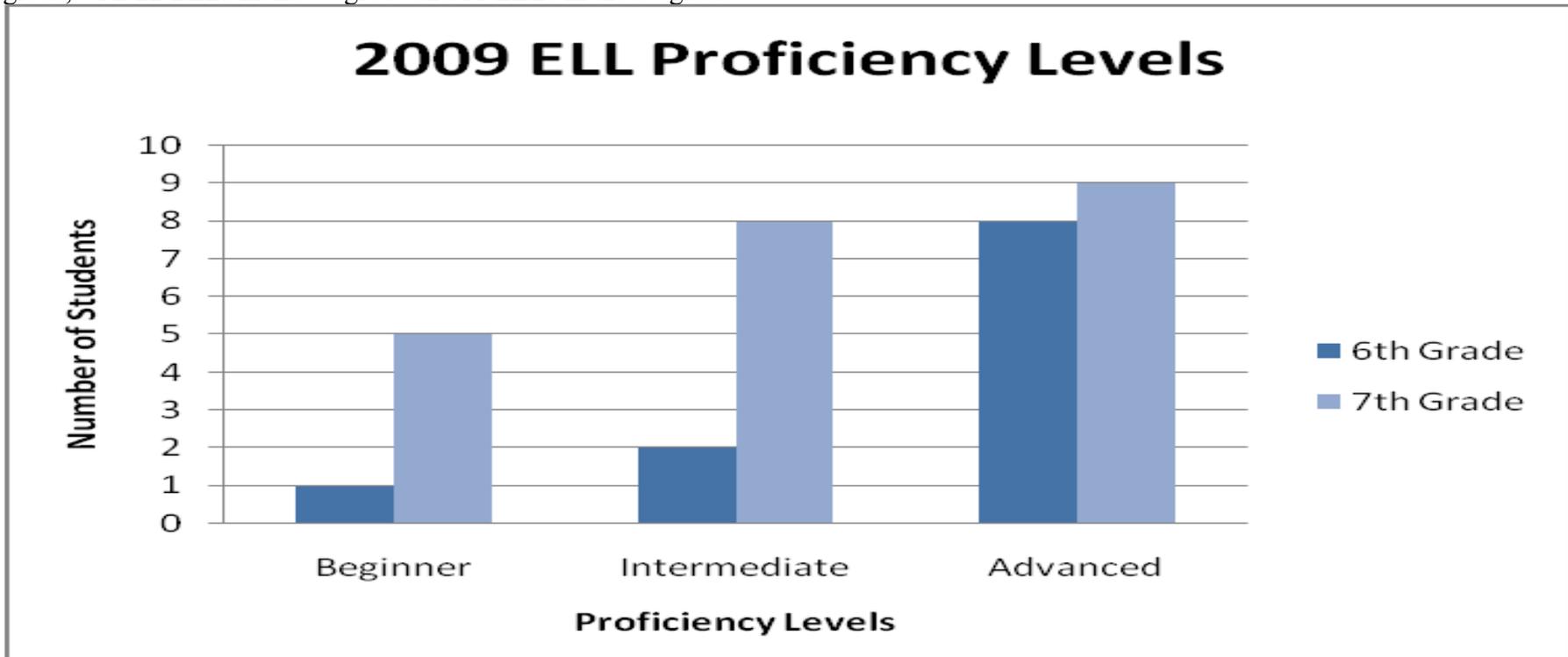
These workshops will take place in the school and they will be given by certified bilingual personnel. Refreshments, resources, and materials will be provided.

Part IV. Assessment Analysis

Overall, NYSESLAT Proficiency Results.

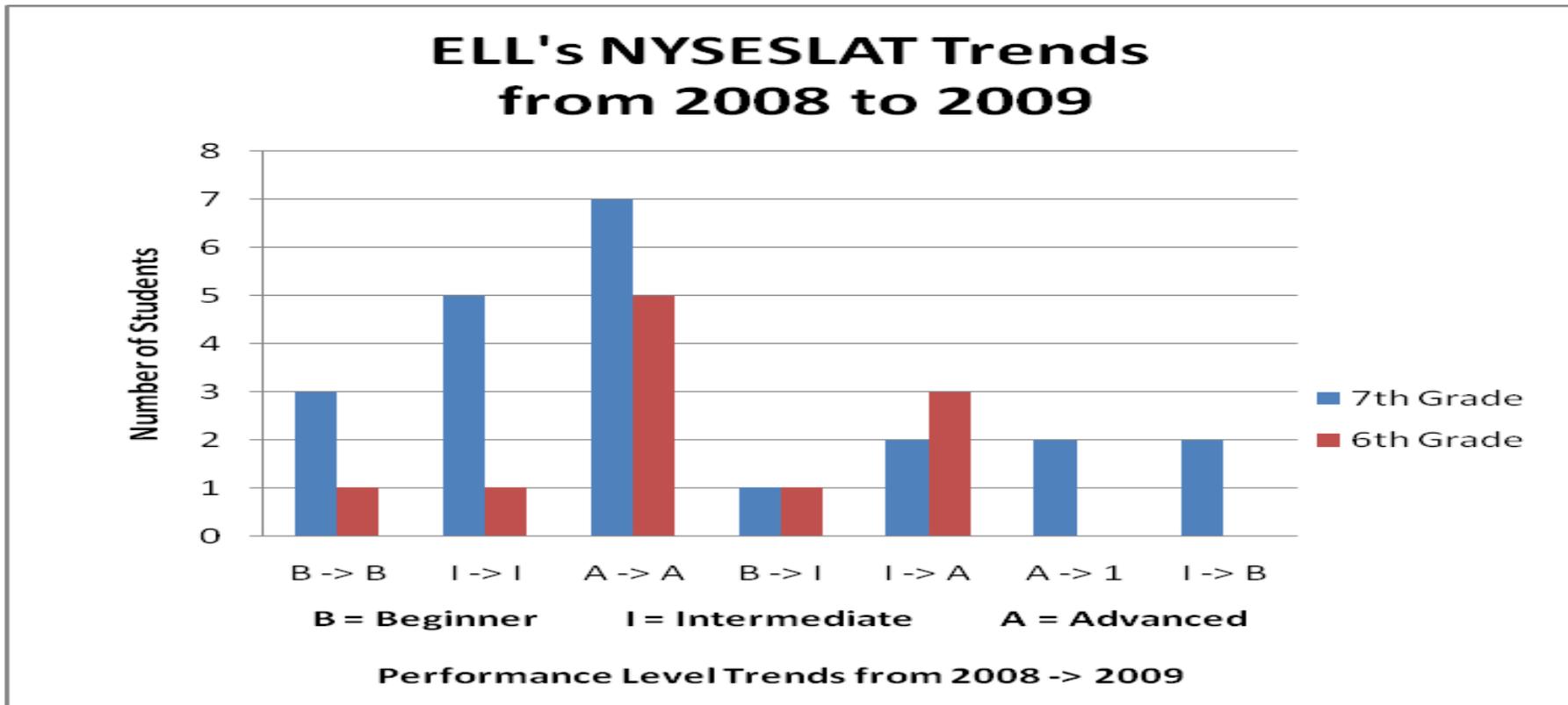
6 th grade	7 th Grade
Beginners----- 4	Beginners ----- 7
Intermediate ----- 3	Intermediate ----- 11
Advanced ----- 8	Advanced ----- 11

As seen in the “2009 ELL Proficiency Levels” chart, in the 6th grade at Esperanza Preparatory Academy there are many more Advanced ELLs than Beginner or Intermediate ELLs. The trend in the 7th grade differs in that the number of Intermediates and Advanced students is nearly equal (9 Advanced and 8 Intermediate). This data also reveals that there are twice as many ELLs in the 7th grade at Esperanza Preparatory Academy than in 6th grade, with 22 ELLs in the 7th grade and 11 ELLs in the 6th grade.

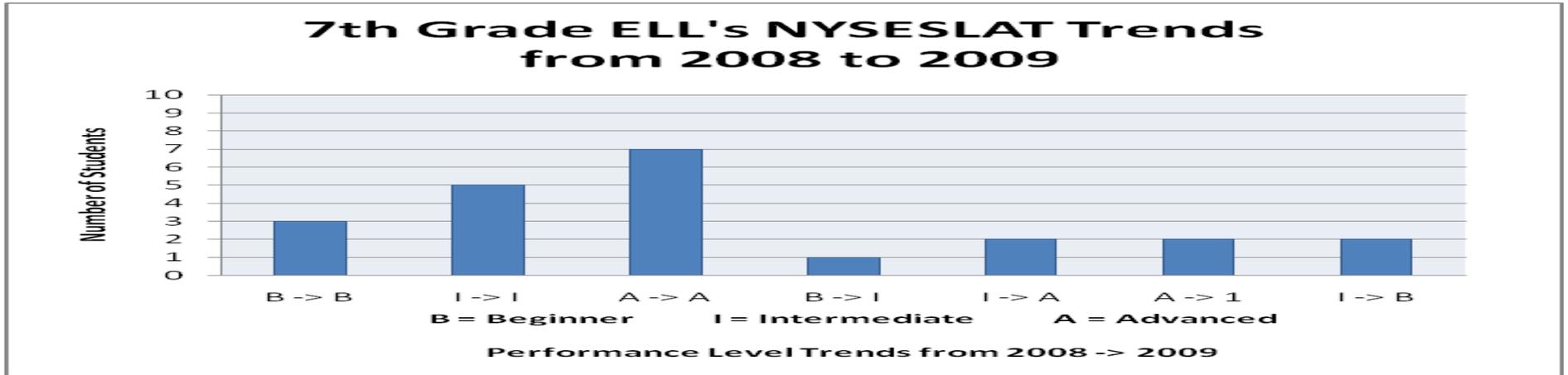


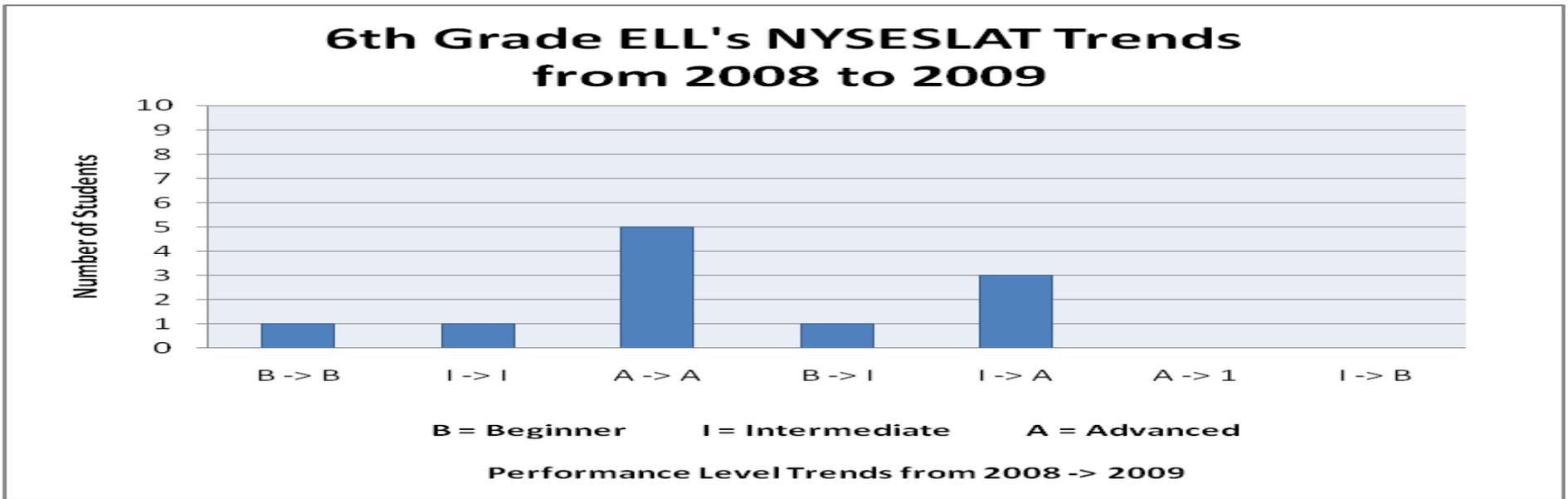
Shown below in the “ELL’s NYSESLAT Trends from 2008 to 2009” chart, in the 6th grade at Esperanza Preparatory Academy all of the ELL students either remained at the same performance level from 2008 to 2009, or they moved up a level. This resulted in there being more Advanced level ELLs in the 6th grade than there are Intermediate or Beginner (8 Advanced, 2 Intermediate, and 2 Beginner). There were no ELL students in the 6th grade that dropped a level from 2008 to 2009.

Comparatively, in the 7th grade at Esperanza Preparatory Academy there are many more ELLs who remained at the same performance level from 2008 to 2009 than ELLs who moved up a level. There are also four ELL students in the 7th grade that dropped down a level from 2008 to 2009. This resulted in there being about the same number of Advanced level ELLs in the 7th grade as there are Intermediate level ELLs (9 Advanced, 8 Intermediate); there are also a moderate number of Beginner level ELL students in the 7th grade (5 Intermediate).

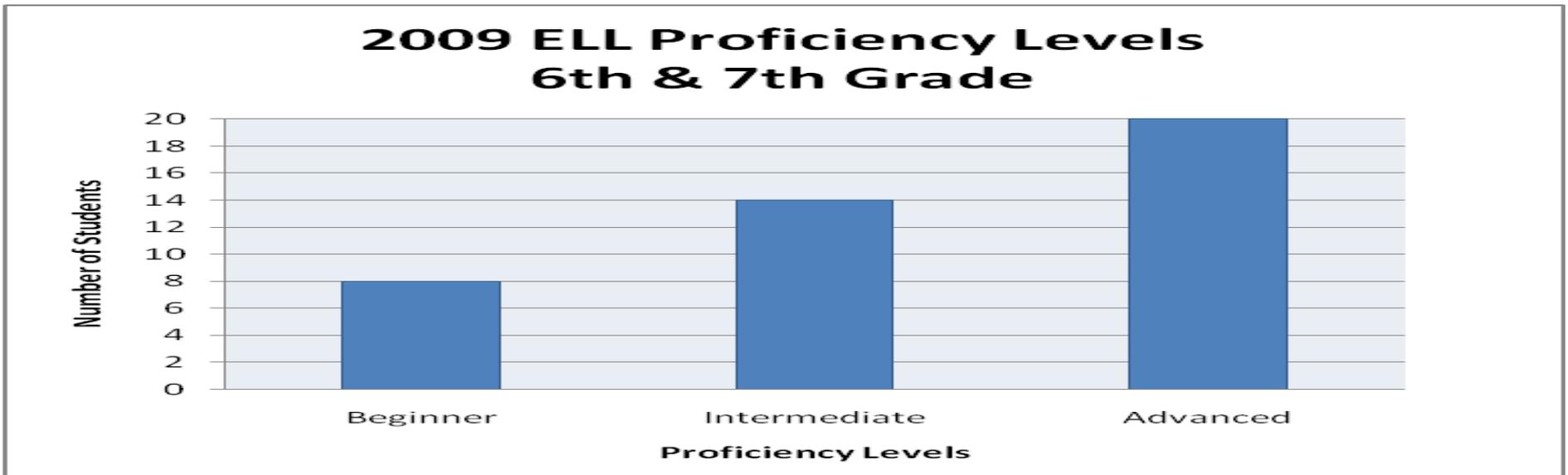


The two charts below depict the same data as show in the chart titled “ELL’s NYSESLAT Trends from 2009 to 2009.” However, in the two charts below, the data is seperated by grade level.





As shown in the chart below titled “2009 ELL Proficiency Levels 6th & 7th Grade,” the number of Advanced level ELL students at Esperanza Preparatory Academy is greater than the number of Beginner and Intermediate level ELLs.



The data in the “2009 NYS ELA Levels 7th Grade” chart reveals there are no 7th grade students at Esperanza Preparatory Academy who scored a level 1 or a level 4 on the 2009 ELA State Exam. The majority of 7th grade students at EPA scored a level 2 on the ELA exam.



The data in the “2009 NYS ELA Levels 6th Grade” chart reveals there are no 6th grade students at Esperanza Preparatory Academy who scored a level 1 on the 2009 ELA State Exam. While the majority of the 6th grade students at EPA scored a level 2 or 3, there were five 6th grade students at EPA who scored a level 4 on the ELA exam.



Assessment and Accountability

In the dual language program at Esperanza Preparatory Academy all of the students are assessed through Interim Assessments, which are administered four times a year (each quarter). Teachers to assess progress and skill level in both languages, English and Spanish, create the Interim Assessments. The data from the Interim Assessments is then analyzed to find areas of strength and weakness among each student, and used to create instructional plans to target areas of weakness. Teachers use the Interim Assessment data to create learning clinics, determine areas of focus, differentiate instruction, and monitor progress. Interim Assessment data is used to drive instruction.

In addition to Interim Assessments, teachers conference with students in groups and individually, and informally observe students during class to discern where each student is at academically. One additional assessment used by NLA teachers is Running Records, which is used to measure the reading proficiency of each student.

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yenny Gonzalez	Assistant Principal		12/17/09
Michelle Camilo	Dual Language Teacher		12/17/09
Ms. Eleander Foxe	Parent		12/17/09
Pablo Lopez	Teacher/Subject Area		12/17/09
Sara Vogel	Teacher/Subject Area		12/17/09
Rhina Cerda	Coach		12/17/09
Frances Murrell	Coach		12/17/09
John Sullivan	Network Leader		12/17/09
School Principal	Alexandra Estrella		12/17/09

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

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

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

Form TIII – A (1)(a)

Grade Level(s): 6 & 7 **Number of Students to be Served:** 20 LEP _____ Non-LEP _____

Number of Teachers 7 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

Esperanza Preparatory Academy (EPA) is a small new school that currently has a 6th and 7th grade. EPA will gain a grade every year until it becomes a full 6-8 school. The school currently has 200 scholars, including 2 monolingual classes, 1 monolingual CTT class, 1 Dual Language class per grade and 2 self-contained special education classes. We use the NYC ELL Interim Assessment, NYSLAT scores, and school-wide formative assessments, among other assessments, to determine areas of academic needs for our scholars. We have identified writing, reading comprehension, and mathematics as the instructional areas that we would like to target for our English Language Learners.

Our English Language Learners, sixth and seventh graders need assistance in improving their reading comprehension and their writing. Additionally, based on our data analysis of the NYC ELL Interim Assessment and ELA State test, evidence shows that we need to provide our scholars scaffolding strategies for language acquisition. Our goal is also to insure that they build their academic language and linguistic abilities in both Spanish and English. According to last year 2008-2009 NYS ELA exam 43% of our ELL population scored levels two and/or one in the NYS

ELA exam; therefore, we will have a teacher's assistant in the classroom to differentiate assistance based on scholar needs. Additionally, 41% of our ELL scholars scored levels two and/or one in the NYS Mathematics exam; therefore, they need help in developing mathematical reasoning as well as acquiring English through Math and Social Studies to increase their linguistic abilities throughout the content areas. Newcomers and SIFE will also be administered the ALLD diagnostic tool to be identified.

Instructional Program: After-school supplemental language and math ELL instruction

Literacy & Math Program

Description: The program that will be implemented is called **Math and Literacy Power**. This program targets new arrivals with deficiencies in L1. We will target 20 scholars a 10:1 ratio, one hour a day twice a week for 25 weeks (48 days) from November through May, which will be taught by one Bilingual Certified Math teachers for two classes. Progress will be monitored by NWEA interim assessments. This assessment will allow us to assess progress and inform instruction. We believe that these additional classes will give the scholars the academic reinforcement that they need to build in upon their mathematics abilities, as well as to improve their linguistics. Our math instruction will focus on collaborative work and build scholars problem-solving skills. Before the program is initiated scholars will receive a pre-assessment, which will allow us to do skills analysis to inform instruction. Furthermore, to enhance the quality of instruction scholars will use math manipulative, while developing English vocabulary (math topics will include polygons and fractions). Toward the end of the program we will then administer a post assessment to analyze growth and/or continual areas of concern.

Friday ELL Literacy Instruction

In addition, ELLs who have been identified by looking at the NYSESLAT modalities and ELA State mandates will participate in a **Friday ELL Academy** program which will focus on:

- Building the English language skills necessary for success (BICS & CALPS)
- Zoom in on weaknesses and strengths during academic instruction.

We will target 20 scholars with a ratio of 10:1. This program takes place once a week for 22 weeks for 2 hours every Friday. A total of 44 hours. From November through May. They will be prepared to take the ELA State examination and target L2 to acquire proficiency. There will be two classes and 2 certified bilingual teachers would implement the program. With the Title III funding we will purchase bilingual dictionaries (Spanish/English), Thesauruses, and native Spanish dictionaries to support language acquisition development.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

PROFESSIONAL DEVELOPMENT

Teachers involved in the TITLE III program will receive Professional Development twice a month, from November through May. Two teachers will be involved in the program and will meet with the dual language coach for a total of 24 sessions, every session for one hour during the school year. Teachers will receive training on developing strategies to scaffold instruction for ELLs. As part of this training vocabulary development will also be implemented in the content area instruction. We will be reading the book, *SLOP model and I read but I don’t get it*. Teachers will also study the portfolios of their target scholars and use the readings of the book to plan individual targeted instruction to meet the needs of their scholars. The end result of these professional development activities will be the creation of a support team of teachers who will train other teachers in the implementation of scaffolding strategies for ELLs.

PARENTAL AND COMMUNITY PARTICIPATION

At this time, one of the ways EPA communicates with the parents is through the EPA website, School Messenger, Progress Reports and letters. The progress reports inform parents about their scholar’s progress in the program. Parents write feedback and comments on their children’s portfolio every week. Parents complete surveys as to the effectiveness of the program and areas that they like to see covered with their children. Parents also come to a writing and math celebration every month in the after school program in order to promote parental involvement. Once a month the school conducts Parent Learning Walks in which the parents are given a tour around the school building and witnesses the academic rigor in the classrooms. As a result of the Survey we will organize a series of Parental Workshops after school by grade which will be funded with Title III funds.

The following workshops will be offered to parents:

- September: Informing parents about ELLs and Second Language Acquisition
- October: Sharing ELL data and Instructional methodologies for ELLs
- November: Meeting the Standards with ELL scholars. (Understanding ELA Assessment) ELA, Math, & NYSELAT.
- December: Using Test Taking Strategies at home
- January: Understanding ELLs Promotional Criteria.
- February: Understanding how to support Math instruction at home.
- March: Preparing your child for NYSELAT
- April: Understanding the Social Studies and Science State Test.
- May: Understanding the Needs of your teenagers.
- June: Supporting Literacy during the summer.

Facilitators: License content area teachers

3 teachers (3 hours)

Materials: software, folders, a bilingual library to support instruction at home, glossaries.

DEVELOPING ORAL LANGUAGE SKILLS FOR NEWCOMERS

The Title III funds will be used to support the academic and oral language skills that newcomers and SIFE scholars will need for everyday speech, academic conversations and explanation. Scholars will be immersed in a variety of activities and strategies such as: The teaching of Vocabulary, Responses in complete sentences activities, the use of Tier 2 & 3 words, the listening of passages, and oral presentations. The program will target newcomers and SIFE scholars in 6th and 7th grade. The goal of this program is not only to broaden the English Language, but also to help them achieve confidence in the ability to express themselves in English.

Before scholars enter the program they must be assessed with the ALLD Diagnostic Tool to identify if they have gaps in their education (SIFE) and also to get a better understanding of their oral language skills through the oral interview process. Materials will be provided. The program will be facilitated by a bilingual certified teacher. Scholars will meet for 1.5 hours every Wednesday. The program will begin in November 2009 and will end in May 2010 for 22 Saturdays. We will have approximately 15 newcomers and SIFE scholars.

Materials to be used: papers, dictionaries, ALLD Diagnostic Booklets (English and Spanish)

Form TIII – A (1)(b)

School: _____ 372

BEDS Code: _____

Title III LEP Program School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Professional staff, per session, per	\$14,318.54	<i>Supplemental Instruction: Per session</i> <i>Math Power Program (M & T 3:00 pm-4:00 pm)</i> 2 Bilingual Certified teachers @ 49.89 (1 hour x 49.89 hour) x 48 days = \$4,789.44 <i>Friday ELL Academy 3:00 – 5:00 pm</i> 2 Bilingual Certified teachers @ 99.78 (2 hours x 49.89) x 22 days = \$4,390.32

diem (Note: schools must account for fringe benefits)

After School Parental Workshop for parents.
 4:30 pm- 5:30 pm
 1 Bilingual teacher @ 49.89 (2 hours x 49.89) x 10 Workshops = \$997.80

Developing Oral Language Skills for Newcomers.
 3:00-4:30 pm
 1 ESL Certified teacher @ 74.83 (1.5 hours x 49.89) x 22 Wednesday = \$1,646.26

Professional Development (Thursday 3:00 pm- 4:00 pm)
 1 Bilingual Certified Teacher @ 49.89 x 24 days= \$1,197.36

2 Bilingual Certified Teachers @ 49.89 (\$99.78) x 13 Days = \$ 1,297.36

Supplies and materials

- Must be supplemental.
- Additional curricula, instructional materials.
- Must be clearly listed.

774.58

Quantity	Item #	Description	U/M	Net Price	Total
46	706074254	LAROUSSE DICCIONARIO DE LA LENGUA ESPANOLA ESENCIAL	EACH	\$ 7.28	\$334.00
4	271540400	PAPER, COPY,XEROGRAPHIC, *50% RECYCL WHITE, SUB.20 8-1\2"X11", MIN. ORD.	CTN\,10 REAM	\$ 29.72	\$110.88
30	088493725	STAPLES 1-SUBJECT NOTEBOOK COLLEGE RULED 8 1\2" X 11" 100 SHEETS 3\PK	PK	\$ 1.59	\$47.70
42	EI3261	Desk-Top References,	Each	\$4.50	\$189.00

					Spanish/English Dictionary			
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - EPA utilizes several methods to translate information for its parents. One of the most effective methods is through school messenger. This program allows the school to send e-mails and place phone calls to parents in multiple languages to insure that all the parents are maintained informed about all school events. Secondly, the program provides the school with data showing how many parents answered the call and how many messages were left. It also attempts multiple times until it receives an answer. Another method in which we maintain our parents informed and provide documents in multiple languages is through our website. Our school website has the ability to show information in multiple languages so that parents continuously maintain themselves aware of what is going on in the school. Furthermore, all letters, flyers, and documents are sent home in multiple languages to maintain all our parents abreast of what is happening within the school community. Finally, almost all the teachers and office staff in the building are bilingual; therefore, any parent that needs interpretation can easily obtain it from multiple members within the school staff.
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.
 - Based on the home language survey, ATS information, and information obtained during orientation the school determined that the two languages students need information sent home in were Spanish and English. The school community was informed during orientation that all of the school's information would be available in both Spanish and English. As mentioned before, most of our staff is fluent in both Spanish and English; therefore, translation is easily available throughout the school.

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.
 - School staff provides all translations in-house and all documents will be translated before they are sent to the student's home.
 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.
 - School staff will do all oral interpretations. Almost all of our staff members are bilingual.
 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>.
- In the main office we have a poster stating the translation and interpretation services available for the parents. In addition, parents are informed that EPA offers translation and interpretation services for them

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I (SWP)	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$186,503	\$49,280	\$235,783
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,865	\$493	\$2,358
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,325	*\$2,464	
4. Enter the anticipated 10% set-aside for Professional Development:	\$18,650	*\$4,928	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement

policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

I. General Expectations

Esperanza Preparatory Academy (MS 372) agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;

- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Esperanza Preparatory Academy (EPA) will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
 - Small business development like the jewelry making & baking class
 - Scholar Led Conference (SLC)
 - Open door policy for parent-teacher communication
 - Technology Communications
 - Report Cards will be sent home at the end of each marking period
 - Progress reports will be sent by the Advisor at the mid-point of each marking period
 - Parent-Teacher Association
 - Parents will be involved in the School Leadership Team
2. EPA will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA
 - Scholar Led Conference (SLC): Teachers will hold two conferences with families of their EPA scholars over the course of the year. Advisors will be the primary contact for any additional conferences. Teachers will keep a record of parents who attend SLC, issues discussed, strategies discussed and goals set.
 - Open door policy for parent-teacher communication
 - Report Cards will be sent home at the end of each marking period
 - Progress reports will be by the Advisor at the mid-point of each marking period
3. EPA will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Scholar Led Conference (SLC): Teacher will hold two conferences with families of their EPA scholars over the course of the year. Advisors will be the primary contact for any additional conferences. Teachers will keep a record of parents who attend SLC, issues discussed, strategies discussed and goals set.
 - Open door policy for parent-teacher communication
 - Report Cards will be sent home at the end of each marking period
 - Progress reports will be sent by the Advisor at the mid-point of each marking period
 - Computerized Parent Survey
 - Parents will talk to their children often about their goals and help them achieve them
4. EPA will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: (Balanced Literacy: The Workshop Model, Impact, Journey Across Time, Science for New York) by:

- Setting meetings with parents/guardians to discuss ways they can help their child at home
 - Reading at home & responding to what child reads at home
 - Family Letter Home in area being studied
 - Contact Me Note to discuss child's area of strength and weakness
5. EPA will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Student Survey will focus on evaluating classroom environment and teacher instruction
 - Parent Survey will focus on evaluating the school environment and school's strengths and weakness with recommendations and next steps to improve the quality of the school
 - School Leadership Team will be responsible for the Parent Survey
6. EPA will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
- Small business development like the jewelry making & baking class
 - Scholar Led Conference (SLC)
 - Open door policy for parent-teacher communication
 - Technology Communications
 - Report Cards will be sent home at the end of each marking period
 - Progress reports will be sent by the Advisor at the mid-point of each marking period
 - Parent-Teacher Association
 - Parents will be involved in the School Leadership Team
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as, literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Small business development like the jewelry making & baking class
 - Scholar Led Conference (SLC)

- Parenting Classes will be offered
 - Report Cards will be sent home at the end of each marking period
 - Progress reports will be sent by the Advisor at the mid-point of each marking period
 - Setting meetings with parents/guardians to discuss ways they can help their child at home
 - Reading at home & responding to what child reads at home
 - Family Letter Home in area being studied
 - Contact Me Note to discuss child's area of strength and weakness
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Phone call to parents
 - Training for SLC
 - Encourage staff to keep constant contact with parents and maintain logs
 - School messenger
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Offering parental programs
 - A Parent Center will be completely established by the Year 2011
 - Parent-Teacher Association
 - Provide techniques in establishing and setting up academic goals and an action plan to meet their goals
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Parent Survey
 - Student Survey
 - Language Survey
 - SLC Survey

Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Family Handbook. This policy was adopted by Esperanza Preparatory Academy on September 2008 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on September 2010.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Esperanza Preparatory Academy (EPA) gathers, analyzes, and interprets multiple forms of quantitative and qualitative data in order to guide instruction, monitor scholar progress and performance and to develop a comprehensive understanding of our scholars. In the core subjects, we examine summative data from state assessments, formative data from periodic assessments and teacher-made assessments such as pre and post assessments for current units of study. In the core subjects, in terms of qualitative data, we examine student work, scholar monthly progress reports, conference logs, teacher observations of scholars, student engagement and participation, scholar notebooks, journals, anecdotal logs, reading logs, scholar goals, attendance and student portfolios.

The intended outcome of this initiative is to establish a “data driven instructional culture” throughout our school to insure that we continuously inform our instruction to differentiate learning for all of our scholars; thereby, guaranteeing their academic success. Furthermore, interim assessments allow teachers to gain a global impression of how well the class as a whole is doing within their content, what the scholars strengths and weaknesses are in the standards (Where do we need to work the most?), how the class does when re-taught the same standards, are they retaining old material, how do the results on the different question types compare (multiple choice vs. open ended, reading vs. writing), reflecting on every scholar area of strength and weakness. Additionally, by looking at trends and patterns teachers have gained the ability to take a deeper look at how individual students are learning, what we call “digging in.” For example, did students all choose same wrong answer? Why or why not? Compare similar standards: do results in one influence the other? Break down each standard: did they do similarly on every question or were some questions harder? Why? Sort data by students’ scores: are there questions that separate proficient/non-proficient students? Look horizontally by student: are there any anomalies occurring with certain students? Hence, the clinics facilitate a systematic approach to re-teach standards scholars have not mastered and to differentiate individual and group needs based on interim assessment results. One of the most important purposes of the clinics in the data driven instructional process is that it pushes teachers to be active researchers in the classroom by utilizing the data and immediately modify instruction to meet students needs based on results. It has also created a cycle of assessing, analyzing, and taking action to move scholars towards academic success, as shown below:



Summary of Use of Data to Improve Achievement

– Effective use of data

- State assessment results, student work, classroom observations, and attendance and safety data are used to diagnose the school’s strengths and weaknesses.
- Interim assessment data (disaggregated by grade, subject, and subgroups) are used to track progress and adjust goals, resource allocation, and strategy (including extra time, coaching, etc.).
- Various data are used to evaluate the school’s goals and organizational decisions.

– Diagnostic use of student learning data

- Content Area teams, Grades 6th, 7th, & 8th grade Inquiry Teams, and 6th, 7th, & 8th grade Critical Friends Groups, Cabinet Meetings, use summative data to diagnose student proficiency and evaluate instruction.
- Teams use interim data to identify trends, track progress, and adjust instruction.
- Teachers use on-the-spot assessments, conferring, and student work to fine-tune and differentiate instruction.

– Use of data to improve instruction

- School leader and teams organize and display data and use it to make school-level decisions collaboratively on an ongoing basis.

- Teams use data (disaggregated by subgroup) to make instructional decisions.
- Individual teachers use data (disaggregated by subgroup) to make instructional decisions.

–Involving students and families

- The school has two-way conversations with families about standards, progress, and next steps.
- Students (as appropriate) learn how to analyze their own assessments and plan next steps.
- The school helps families use tools (e.g., ARIS Parent Link) to support student achievement.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Accountable Talk and Self-Management of Learning

Last year EPA started to study the “Principles of Learning for Effort-Based Education” and after multiple staff discussions and professional development sessions we decided to concentrate on two areas to expand throughout the next few years. We selected Accountable Talk and Self-

Management of Learning as our two areas of focus. Through on-going professional development sessions we decided how to further develop these areas in the classroom. Consultants, Coaches and Administration have scaffolded how we help teachers develop these areas in the classroom.

Accountable talk is a form of conversation wherein students listen to one another, are able to paraphrase what another said, can respectfully disagree or challenge a claim without challenging the person who made it, holds students accountable for their learning. By modeling appropriate forms of discussion, by questioning, probing, and facilitating conversations around the subject being studied, teachers create an environment in which students sharpen their thinking skills, actively using and creating knowledge as they talk to each other about the core concepts being studied. In addition, we are also focusing on developing self-management of learning. In order for our scholars to be able to self-manage their own learning, we must help them develop the meta-cognitive skills and habits of mind that allow them to monitor their own understanding of concepts and to reflect on what is being learned. Students can be taught this kind of agency through scaffold learning experiences and the use of accountable talk, which forces them to assume responsibility for their own level of engagement with learning. These goals support EPA's long-term goals of obtaining 30 points gain in ELA and Math as well as having a 90/90/90 graduating class. They are also closely related to last year's Quality Review Areas of Improvement, which suggested that we develop goals and plans for the improved achievement of our students and attainment of school-wide goals. Accountable talk and self-management of learning develop accountability to the learning community as well as students who are their own agents of their learning, deciding for themselves the optimal conditions for their learning. Finally, through self-management of learning scholars will learn how to review and access areas they need to develop and designed a plan on how to best target these areas.

Socratic Circles/Clinics:

A Socratic circle at EPA enable scholars to think for themselves and gets them engaged in dialogues, responding to each other's thoughts and ideas with questions instead of just right answers. Socratic circles encourage divergent thinking rather than convergent. Scholars are given the opportunity to examine a piece of text and are later faced with open-ended questions. These questions allow scholars to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. This dialogue is exploratory and involves the suspension of biases and prejudices. Scholars learn to dialogue, find the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas is more important than "the answer." Socratic circles also reinforce appropriate behaviors and promote team building.

Based on the data analysis of the interim assessment, clinics are established for small group instruction to meet the needs of groups and individuals. Clinics are small groups of scholars organized by the skill or area of needs as reflected on the interim assessment. These groups are given individualized tasks focusing on the skill or area the group needs to improve. As the students master these skills they are re-arranged to target other tasks or to a more challenging group to increase the rigor.

3. Instruction by highly qualified staff.

One hundred percent of EPA's staff is certified by NYC Department of Education. On-going staff developments, coaches and administrators to ensure instruction is provide to our scholars by a highly qualified staff also support EPA's staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.
 - The instructional coaches and administration work hand-in-hand to support teachers establish clear procedure and routines in the classroom. During walkthroughs, informal and formal observations coaches and administrators insure that the learning target is focused on the expected goal for that lesson, that agendas are evident and describe what will be expected of students through the lesson, that instruction is differentiated to provide support to all learners, lessons and interventions are aligned to findings in formal and informal assessments, and that the lesson is engaging students by making connections to the world outside the classroom.
 - Teachers receive ongoing professional development in areas of need during Monday PD and one-on-one after informal and formal observations conducted by coaches and administrators. Teachers are required to set long term SMART and professional goals. Through intra and inter visitations teacher take the opportunity to learn best practices from one another and provide each other with constructive feedback on how to improve.
 - The administration at EPA is aware that there are teachers on staff who need support in providing instruction to students with academic and behavioral challenges. Therefore, each teacher is given a mentor who assists them in developing lessons, offers suggestions for classroom management, regularly observes their instruction and provides feedback regarding content of lesson, delivery of the lesson, and student engagement
 - Our summer professional development, Monday PD, and November 4th PD focused on the role of student conversations in building an academic environment that supports student growth, as well as, how to assess and evaluate student work to establish rigor in the classroom. In addition, sessions on mathematical thinking and UbD social studies curriculum development provided important steps to meet our scholar's academic needs. Furthermore, in order to establish a "data driven instructional culture" we provided professional development on how to assess, analyze, and develop an action plan to adequately provide support of all scholars.
 - Surveys are given to all staff members after every professional development to access areas teachers continue to need support in and general professional development surveys are also given to learn about what areas teachers have interests or struggles. Also, through walkthroughs, formal and informal observations, conversations with teachers, and group discussions we provide individual and group support in new initiatives. For example, when we implemented "Accountable Talk" and Socratic Circles throughout the school we provided on going professional development and for the new incoming staff we provided additional professional development during the summer. Then, the consultants and coaches continued to provide individual support to the teachers to properly implement the school wide initiative.
 - EPA's Monday PD provides ongoing weekly professional development on various topics: data analysis, goal setting, differentiation, classroom management, etc. In addition, the Critical Friends Group has used different protocols, such as the dilemma protocol to analyze different student or teacher situations.

- All teachers meet twice a month in a Critical Friends Group that provides teachers an opportunity for reflection and support.
- Content area meetings often focus on professional development needs in that content area. For example, literacy staff spent some time analyzing the elements of reciprocal teaching and discussing how to implement the specific strategies.
- Administration and coaches met with each teacher to establish goals for the year that included particular areas of professional development as well as specific strategies to meet his/her students' learning needs.
- Informal/Formal Observations are conducted regularly by administration to provide instructional feedback to teachers as well as provide a way of determining individual and collective professional development needs.
- Administration also uses walkthroughs to gain quick snapshots of classroom instruction, learning environments and student engagement. Each walkthrough has a particular focus (e.g. classroom environment, student engagement, learning target, differentiation utilizing interim data or pre assessment results, etc.). During the walkthrough, administration assesses random classrooms across content areas. The snapshots help administration determine whole school, content area, and individual professional needs.
- Online mentor tracking sheets provide a way for Instructional Coaches to communicate ongoing feedback to new teachers in the areas of instructional delivery and classroom management. The feedback template provides new teachers with low inference observations of strengths and areas of improvement within their instructional practices.

5. Strategies to attract high-qualified highly qualified teachers to high-need schools.

EPA uses a variety of strategies to attract high-qualified teachers that include:

- a. Advertising itself to different universities such as Columbia University, Fordham University, Bank Street, etc...
- b. Advertising and working hand in hand with Teachers for America (TFA) and Teaching Fellowes.
- c. Advertizing in Craig's List
- d. Attending and recruiting in job fairs.

6. Strategies to increase parental involvement through means such as family literacy services.

EPA engages in an open exchange of information with students and families regarding students' learning needs and outcomes, including assessment results and attendance data by having:

- Scholar Lead Conferences every semester (three times a year)
- A school culture of open communication
- Standards-based rubrics
- Progress reports sent monthly
- Student Support Team
- All students participate in a daily advisory
- Critical Friends Group/Inquiry Team action plan based on student needs

- Calls home to parents utilizing web based School Messenger and weekly phone logs to maintain active communication with parents/guardians
- Student and teacher reflections on Interim Assessments, Unit Test, Quizzes, and Student work by utilizing a Student Self Evaluation form

Scholar Lead Conferences: EPA considers the relationship between scholars’ families and the school to be of paramount importance. At three times during the school year, the school invites scholars and their families to attend formal conferences during which report cards are given to families. EPA Scholar-Led Conferences replace the traditional parent/teacher conference. The scholar, parent/guardian, and advisor, and other adults attend the SLC. The advisor facilitates the meeting, but the scholar is in charge. During the conference scholars lead their families through a portfolio of assignments culled from academic classes. Scholars justify quarter grades in each class by referencing specific assignments that show mastery of learning targets. Scholars also complete self-evaluations of their performance in each class and share them with their families. Scholars are held accountable for their progress when they explain areas of strength and areas in need of improvement. The tone of the conference is positive with a focus on what can be done to ensure success as opposed to what has been done poorly.

Scholar Lead Conferences (SLC) Goals:

- To increase scholar accountability and autonomy concerning academics and character.
 - To hone scholar verbal communication and critical thinking skills.
 - To emphasize EPAs’ scholar centered philosophy.
 - To build open relationships with families concerning scholar progress at EPA
 - To help scholars meet speaking standards.
 - To teach scholars how to persuade by substantiating claims with evidence.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Non-applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- EPA has two Inquiry Teams divided by grade level comprised of teachers and administrators who meet regularly to reflect on instructional best practices and to look at the data of students who are academically struggling in order to design action plans to meet the needs of individuals, small groups, classes and grades.
 - All teachers meet twice a month in a Critical Friends Group that provides teachers an opportunity for reflection and support.

Critical Friends Group

Our Critical Friends Group (CFG) is a professional learning community of educators committed to working together to improve their practices through collaborative learning and shared reflections. During CFG meetings, teachers use protocols to frame discussions around teaching dilemmas, present student case studies and brainstorm strategies to improve teaching techniques, present and reflect on student work, and read and debate professional texts about pedagogical practices. Although the details of the CFG meetings are confidential, their impact is felt throughout the schools. A culture of reflection has become more prevalent and teachers are far more willing to share best practices and constructive feedback across the different content areas.

Our goal for CFG is to create a professional learning community of teachers to collaborate and reflect on teaching dilemmas, discuss students, observe student work, and engage in intellectual discussions and debates about educational theory. CFG meetings represent ongoing meaningful professional development of their members.

CFG meetings consist of a facilitator, a presenter, and participants. Different CFG protocols help frame discussions and collaboration around teaching and learning. The following are examples of some of our typical CFG meetings:

Student Case Study

A CFG member meets with all of the teachers in the grade and when necessary with the Social Worker and together they identify a student to discuss. In preparation for the meeting, the member collects qualitative and quantitative data to provide an in-depth social, emotional and academic profile of the student. At the meeting, all members are given time to read a qualitative narrative and review quantitative data such as grades, number of days absent, times late, etc. Members make notes about aspects of the case study that resonate with them, concern them, or surprise them. The group then defines the barriers preventing the student from being successful and then brainstorms ways to address the needs of the student. Members of the group who teach the student are assigned specific and measurable responsibilities, and are expected to follow-up with status updates at future CFG meetings.

Teaching Dilemma

A CFG member presents a teaching dilemma to the group. The group asks clarifying and probing questions to get to the heart of the issue. The group collectively offers suggestions to support the presenter with his/her teaching dilemma, drawing on the evidence presented and by sharing suggestions that may have worked in similar dilemmas.

Student Work

A CFG member presents student work without the assignment details to the group. The group studies the student work and then attempts to identify the exact nature of the task that had been assigned. The group compares what they determined was the assignment with the actual assignment. The purpose of this type of discussion is to promote a conversation about clarity of assignments and teacher expectations.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

To monitor growth EPA conducted a STAR Assessment at the beginning of the school year that allowed us to see how scholars measured. The literacy department set benchmarks and STAR assessments are conducted tri-annually throughout the school year. In addition to the STAR Assessment, all content areas conduct continuous conferring sessions within the classroom. One of the areas of improvement in last years Quality Review was holding and documenting conferences with students to monitor academic progress. Held during independent reading and small group instruction, conferences provide the teacher with an opportunity to meet individually with a student to assess progress, provide guidance as needed, and to assist in goal setting.

Esperanza Preparatory Academy (EPA) gathers, analyzes, and interprets multiple forms of quantitative and qualitative data in order to guide instruction, monitor scholar progress and performance and to develop a comprehensive understanding of our scholars. In the core subjects, we examine summative data from state assessments, formative data from periodic assessments and teacher-made assessments such as pre and post assessments for current units of study. In the core subjects, in terms of qualitative data, we examine student work, scholar monthly progress reports, conference logs, teacher observations of scholars, student engagement and participation, scholar notebooks, journals, anecdotal logs, reading logs, scholar goals, attendance and student portfolios.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We have a full time social worker that works hand-in-hand with EPA's scholars and parents to design goals and objectives to achieve academic and social success. Through our advisory program EPA continuously provide the emotional and social support that our children need during the difficult teen years. In addition, we have a prevention specialist who conducts weekly sessions on life and social skills as well as bullying and the use of tobacco.

Section II: “Conceptual” Consolidation of Funds in a Title I School-wide Program (SWP)

Explanation/Background:

Title I School-wide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, School-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

Consolidating Federal funds in a School-wide Program has the following additional advantages:

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

Most, if not all, School-wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School-wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School-wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school-wide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the School-wide Program (✓)			Amount Contributed to School-wide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	(✓) Verification that the school has met the intent and purposes of each program whose funds are consolidated.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	X			\$186,503	✓
Title I, Part A (ARRA)	Federal	X			\$49,280	✓
Title II	Federal	X			\$0	
Title III	Federal	X			\$15,000	✓
Title IV	Federal	X			\$0	
IDEA	Federal	X			\$265,474	✓
C4E	State	X			\$24,759	✓
Tax Levy	Local	X			\$2,063,023	✓

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Ensure that planning for students served under this program is incorporated into existing school planning.
2. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
3. Coordinate with and support the regular educational program;
4. Provide instruction by highly qualified teachers;
5. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
6. Provide strategies to increase parental involvement; and

7. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR² Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are eight students in Temporary Housing attending EPA.

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

We have a full time social worker that works hand-in-hand with EPA's scholars and parents to design goals and objectives to achieve academic and social success. Through our advisory program EPA continuously provide the emotional and social support that our children need during the difficult teen years.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	ESPERANZA PREPARATORY ACADEMY					
District:	4	DBN:	04M372	School		310400010372

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			94.5	93.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	96	78	79				
Grade 7	0	101	76				
Grade 8	0	0	91				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	14	23	34				
Total	110	202	280				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		98.1	93.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		91.8	95.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		2	7

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		11	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	23	33	Principal Suspensions		5	14
# in Collaborative Team Teaching (CTT) Classes	22	39	42	Superintendent Suspensions		6	9
Number all others	5	18	23				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	35	0	TBD	Number of Teachers		11	17
# in Dual Lang. Programs	35	46	TBD	Number of Administrators and Other Professionals		2	2
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals		5	8
# ELLs with IEPs	6	16	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		1	18	% fully licensed & permanently assigned to this school		100.0	88.2
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		45.5	41.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		82.0	70.6
American Indian or Alaska Native	0.0	0.0	0.4	% core classes taught by "highly qualified" teachers		100.0	72.6
Black or African American	25.5	27.7	23.9				
Hispanic or Latino	71.8	69.8	73.2				
Asian or Native Hawaiian/Other Pacific	1.8	2.0	2.1				
White	0.9	0.5	0.4				
Male	47.3	49.5	49.6				
Female	52.7	50.5	50.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	-	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	-				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v	-				
Student groups making	4	5	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				WD	
Overall Score:	62.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				P	
School Environment:	12.4	Quality Statement 2: Plan and Set Goals				WD	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				WD	
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals				WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				WD	
Student Progress:	40.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Replications	District 04	School Number 372	School Name Esperanza Prep Acade
Principal Alexandra Estrella		Assistant Principal Thomas McBryde	
Coach Rhina Cerda		Coach Frances Murell	
Teacher/Subject Area Michelle Camilo		Guidance Counselor Maria Garcia	
Teacher/Subject Area Jazmin Alvarez		Parent Florence Pearson	
Teacher/Subject Area Wendy Mercedes		Parent Coordinator Yolanda Almodovar	
Related Service Provider Bruce Williams		Other	
Network Leader John Sullivan		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	10	Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions	7	Number of Special Ed. Teachers with Bilingual Extensions	5	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	290	Total Number of ELLs	77	ELLs as Share of Total Student Population (%)	26.55%
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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.

At EPA parents complete a Home Language Identification Survey (HLIS) for their child. Based on their responses to the survey questions, an informal oral interview is conducted in English and translated in Spanish by the Dual Language Coordinator who will also administer the Language Assessment Battery (LAB-R) if this is the first time the child has been enrolled in New York City public system. If the child scores less than 40 % percentile in the LAB-R, the Dual language coordinator will administer the Spanish Lab. This test should be administered within the first ten days of school enrollment. The child is labeled as an English Language Learner who is entitled to receive services in one of the following programs:

- Transitional Bilingual Program,
- Dual Language/Two Way Program, or
- English as a Second Language Program.

EPA also looks at the Spring NYSESLAT score for those existing ELLs to evaluate growth in the different levels, noticing who have stagnated, who have moved from one level to the the next and who have regressed. This data is shared among teachers in order for teachers to drive instruction based on these results. Teachers will be able to differentiate according to the modalities ELLs students are weak in.

EPA also holds Parent Orientation Meetings where parents are shown a video hosted by the New York City Department of Education. In this video parents have the opportunity to get information on the three different programs available for ELLs. Once the parents have watched the video, they are able to select the program in which they would like to have their child enrolled. They are given the Parent Survey and Program Selection, along with other materials in English and their native language. During this orientation parents will have an opportunity to ask questions about educational programs and services that are available for their children before making a choice. The Dual language coordinator at the school is responsible to inform parents about the Dual Language language program in the school. After the bilingual/ dual language team meets and goes over the NYSESLAT data, entitlement letters are sent home informing parents that their children are still entitled to receive services, if they haven't reached proficiency based on the NYSESLAT results.

Describe the trends in program selection for the past few years, also addressing the default option for TBE programs
Trends in program choices

Since Esperanza Preparatory Academy opened up two years ago with a Dual language program, parents in the community opted for choosing the Dual language program as their first choice. This is the third year of the school and parents still want continuation of the program. After reviewing the Parent's Survey the trend in parents' first program choice has been Dual language. Most parents, especially those whose children are new arrivals, want their children to maintain both their native language and the second language. A few parents have requested that their children be placed in Freestanding ESL classes, especially those whose children have first languages other than Spanish, but unfortunately those requests have not been able to be granted. Hopefully the next school year, we will have an opportunity to open a free standing ESL class, to accommodate parents' requests. For the meantime parents are recommended to find ESL programs placements in others schools from the district that can accommodate their requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)							30	15	32					77
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	30	15	32	0	0	0	0	77

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	6
SIFE	10	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	13

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		7	2		1	1		2	3		0
ESL											0
Total	0	7	2	0	1	1	0	2	3		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							30	15	32					77
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	30	15	32	0	0	0	0	77

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish													24	6	9	14	26	8	59	28
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	24	6	9	14	26	8	59	28

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>76</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino):
	Hispanic/Latino: <u>76</u>
	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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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

EPA has a total number of 290 scholars, and 77 of them are ELLs which means 24.7% of the school population is comprised of ELLs.

EPA has a departmentalized program model where teachers specialize in one content area. Consequently, most of our teachers are bilingual certified and content area certified. EPA's Dual language program consists of one dual language class by grade. Classes are taught in Spanish and English following the 50/50 model. Classes are taught by units and content. For example; when Literacy and Social Studies are taught in Spanish, Science and Math are taught in English. Students in the Dual Language classes are grouped homogenously and travel together as a group. Teachers used grade level materials such as leveled books, books on tape, software, smartboards, elmos, binders for portfolios, and other resources.

The goal of EPA Dual language program is to develop student's fluency and command of two languages throughout schooling. EPA's Dual language program serves both language-minority students in need of English language development and monolingual English speaking students who are interested in learning a second language. The goals of EPA's Dual

Language program are to provide high quality, standard based instruction for English Language learners (EPs). It teaches children language through content, with teachers adapting their instruction to ensure student's comprehension and using content lessons to convey vocabulary and language structure. Programs vary in terms of the amount of time they devote to teach language, which grade levels they serve, how much structure they impose for the division of language and curriculum and what populations they serve. EPA has a very clear language policy. Students receive half of their instruction in English, and half the other half in the native language which in this case is Spanish. Language is taught through content areas as well as through literacy. In order to best promote the use of academic language in Spanish and to maintain the 50/50 model, we implemented the co-teaching model in all content areas.

2. Based on Dual language model, scholars at EPA in the dual language classes receive the mandated or extra number of instructional minutes. The 50/50 instructional model allows for student to have the 360 minutes per week per subject area.

3. Within the content area subjects these are the instructional approaches and methods used to make content more comprehensible to enrich language development. teachers use sheltered instruction in Humanities based on the SIOP model and also UBD Understanding by design along with the GRR model. In order to differentiate instruction, students are engaged in different activities within the lesson. Teachers grouped students according to levels and modalities. For example, students that are struggling with listening are put on the listening center and are exposed to books on tape. Students that are struggling with writing, are exposed to MY Access Writing a writing web based program that allows them to improve their writing skills. Also, struggling readers are reading in a mini group where the teacher gives that personalized attention they need and confer with them.

For newly arrived student EPA administered the ALLD in order to identify if the student falls into the SIFE category, once the student is identified as SIFE students, we placed student in the dual language class with parents' consent. In general, parents of new arrivals, including SIFE students, choose to place their children in the Dual Language Education class. The child is placed in the selected class and the child's name is provided to every teacher that teaches in that classroom.

The child that has been identified as a SIFE student is provided a Native Language proficiency examination in which a student is asked to read, write, speak and listen. This informal assessment is used as a base of data to help us transfer ELL's language knowledge into English. This informal assessment takes into account multiple situations and contexts making sure the students are able to apply to language skills at the same level in all situations. This is the first year that EPA will administer the ALLD exam for all newly arrived students to identify if they fall into the category of SIFE.

The child is placed in the Dual Language program to help him acquire the native language skills he or she is lacking and also acquire the skills to learn the second language. SIFE students who have a low performance in their native language will also be pulled out to receive intervention in their native language in order to develop native language skills. Subject area teachers utilize a variety of activities to build on their native literacy. The use of visuals, story telling through pictures and illustrations, graphic organizers for students to jot down their ideas make learning more engaging and effective for the SIFE population. These students are also paired up with a more advanced student to support them with language and skills. For newcomers, subject area teachers also include a variety of practices too support these students, especially because they will be tested after one year. Some of these are the use of graphic organizers, brainstorming, literacy circles, interactive bulletin boards, vocabulary building, double entry journals, semantic maps, read and tell, think, pair and share, the writing process, quick writes, turn and talk strategy, and the socratic seminar workshop. For our regular more advanced ELLS the subject area teachers, differentiate instruction by providing students strategies used to deliver ESL instruction through Humanities content. Teachers especially focus on the use of graphic organizers to make Social Studies content more comprehensible. Students are given support on their understanding of new vocabulary through the use of visuals, maps and globes and by connecting vocabulary terms to real-life situations. In addition, teachers focus on the 5 Habits of Mind through social studies, with an emphasis on Evidence, Significance and Point of View. ELLS in all grade levels work on a number of projects throughout the year in which they "put themselves in someone's shoes" to build their understanding of historical events in an engaging way. These projects give them the opportunity to express themselves in writing and practice new vocabulary as well.

Based on the NYSESLAT data, the dual language/bilingual team has noticed that the writing and reading modalities has been the areas of focus for our long term ELLS. Students have been stagnated for more than 4 years at an advanced level. In order to support this population, EPA has come up with Renaissance program in order to build their reading stamina and make sure scholars are reading to acquire the vocabulary and the reading comprehension strategies needed to succeed. EPA also acquired a pilot program called MY Access Writing in which scholars have an opportunity to develop their writing skills in a web based approach. Students will have daily access in school in their ELA and Social Studies classes as well as at home. Parents will also have an opportunity to be part of this learning experience since students can have access at home. Renaissance and My Access Writing will be also implemented with our ELL Special Education students.

At EPA every subject teacher that instructs dual language student is required to have a language objective for their lesson. These language objectives are determined by student work, student performance, teacher observation, informal as well as formal assessment including NYSESLAT data results by modality, student-teacher conferencing as well as the language required for students to better understand the content.

The assignment of students to cooperative learning groups is taken very seriously when it come to long term ELLS. The content area student performance and the student language performance are examined, then groups are formed. Cooperative groups give students the

opportunity to read, listen, write, and speak for information and understanding, literary response and expression, critical analysis and evaluation, and for social interaction. The bilingual team helps the subject-area teacher to place students in groups and assists the teachers in making sure that in every subject area there is a wide variety of materials to support the ELLs. The ELLs are assigned a "Shoulder Buddy", who can serve as a support system for the student. This peer relationship serves many purposes, as it also helps the students to think of each other as resources and therefore take ownership of their learning. In every subject there is a subject area library that has materials in both languages to assist students in that specific subject. There is also a variety of reading levels in both subjects. Renaissance levels are used in order to facilitate students' increase in reading and vocabulary comprehension as well as to promote independence and ownership of learning.

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

EPA offers ELL scholars a series of interventions such as Renaissance program in Math and Literacy in order to enhance reading abilities, comprehension skills and building stamina for reading. Scholars also have the opportunity to be immersed in academic language through the use of Accountable talk and Habits of Mind. Our scholars are participants of the Socratic Seminar, not only in the classrooms but in their advisories groups. This approach allows them to gain confidence at public speaking, develops their listening skills and critical thinking. Our collaborative partnership with the Bilingual Pupil Service program has provided us with 4 intern teachers who provide instructional support to target ell sub-groups. They work closely with the content area teachers to implement scaffolding strategies to meet the language needs of ELLs. They specifically provide one on one or small group instructions according to students deficiencies and strengthen the areas of mastery in the Math and ELA dual language classes.

According to our dual language model, former ELL scholars are placed in a dual language program in order for them to continue the maintenance of the native language while at the same time strengthen their academic language skills. For the following academic year, we intend on launching a reading program known as Achieve 3000 whose goal is to increase the reading levels of our ELL scholars. We also intend to support our ELLs that have reached proficiency in English for two years by immersing them in a more accelerated program called International Baccalaureate which will push them to enrich their literacy skills in English. Also by continuing exposing them to all the services our regular ELLs receive and keeping them in the DL program with parent consent.

At EPA our ELL scholars are immersed in a variety of supplemental and afterschool activities such as: Regents preparation in Living Environment, Spanish, and Algebra. Along with extracurricular activities for instance, martial arts, basketball team, salsa club, modern dance, modern art and photography where ELL scholars are expected to produce a written piece based on the different images taken throughout the city.

EPA is a technology based school. We are educating all our scholars to be prepared for the global 21st century job market. Therefore our instructional approaches are based on using the smartboards in every classrooms, connecting to the internet resources as well as zoom in on specific content document using the Elmos. In order to enhance scholar listening skills each dual language classroom and Humanities classroom offers the opportunity for scholars to use the listening centers as a resource. Scholars are also given laptops with the instruction and expectation that they are becoming proficient writers and users of microsoft software. ELL Scholars are expected to learn how to create powerpoints, web design, spreadsheets, create ads, graphic design, movie editing, etc.

Hopefully for the following year, EPA will consider to bring programs such as: Avid, IB, and School of 1. These are very rigorous curriculums and programs that promote literacy to the fullest potential and enhance the mathematical skills our ELLs and Former ELLs need to succeed. Native Language Arts is taught in each Dual language class by grade. The instructional approach in these classes are centered on

developing analytical and critical thinking skills based on latin american literary text. There is also a focus on reading, writing and grammar skills in order to strenghten their native language. Since the goal of the dula language program is to devolp fully bilingual scholars, the instruction in NLA classes are aligned to the instruction in ELA or Humanities. This allows for scholars to become proficient in both languages. Reading resources in every dual language classroom are leveled according to each scholar Fountas and Pinnel reading level and Renaissance STAR assessment. As a Dual Language school, we provide various family workshops to inform and prepare parents and scholars into transitioning in th american education system. We are dedicated to educating newly arrived ELLs scholars and their families with the goal of achieving academic excellence.

C. Schools with Dual Language Programs

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

At EPA the intructional model is 50-50 where half of the content area subjects are intructed in Spanish and English. From grade 6th to 8th Science and NLA is taught in Spanish while Math and Humanities is taught in English. Since Humanities is an interdisciplinary subject area, Art is taught in Spanish. The Dual language classes travel together to their different subject areas classes. Since EP and ELLs are integrated, which means they travel together as a class, they received the same amount of time in every subject. Their subjects are not separated and they received 50% of instruction in English and 50% in Spanish. For those beginners ELLs, emergent literacy is taught in child's native language and they have a push-in teacher to support them in the transition.

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.

Dual Language programs, these educators must be passionate and committed to the program. EPA teachers have dual language certification in their subject area and bilingual education. Furthermore, we will continue to explore ways to grow the number of teachers with extensions in bilingual education that are single subject credentials.

During the 2010/2011 year EPA will be conducting full staff professional development sessions on ELLs. The first session, focused on the identification of ELLs in all classes, using NYSESLAT data, and strategies to use with ELLs. All teachers and assistant principal were given lists of the ELLs in their classes and trained in how to create a "buddy system" by pairing ELLs with non-ELLs in their classrooms.

Prior to the beginning of academic year 2010-2011, EPA Bilingual Team reviewed available data for our incoming 6th grade students. We looked specifically at the elementary school testing history, including NYSESLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable.

The second ELL Professional DeveDual Language teachers are immersed in weekly professional development to enhance their instructional strategies targetting their ELL scholars. They are also sent to external professional development for instance, QTEL, MY Access Writing, NLA Instructional Approaches, Instituto Cervantes and so on. The dual language coach will train teachers to focus on strengthening ELL's language acquisition in the classroom. Teachers will be given charts to highlight their ELLs' Areas of Strength and Areas of Concern according to the 2010 NYSESLAT data. Dual languagecoach will also share her expertise on the strategies for improving students' vocabulary comprehension through the use of student glossaries. In another professional development content area dual language teachers will discuss the identification and tracking the language development needs of ELLs in monolingual classrooms. At EPA, we will also use literary circle in content area classrooms to deepen the ELLs understanding of non-fiction text. Some bilingual teachers will also shared her experience on the use of conferencing to inform, practice and assess ELLs' listening skills. The Dual Language coordinator will also facilitate a workshop on the use of the Listening centers for instruction of ELL. Dual language teachers general, special ed teachers, parent coordinator are provided with biweekly professional development on how to support their ELLs Scholars. Our partnership to Dual Language high schools, allows to pipeline our ELLs scholars into their dual language high school programs. At EPA our dual language coach, meets bi weekly with non dual language teachers and assitant principal for continual support and weekly with bilingual/dual language teachers to mentor effective instructional approaches. Bilingual and Dual Language teachers at EPA receive the mandated 7.5 hours of ELL training. Every Monday Epa has an hour PD at the end of the day, in which the Dual language coordinator meets with her team to train teachers to use different strategies to meet the academic needs of ELLs. Dual Language coordinator keeps a records of all the agendas and minutes on file. Teachers get all the support

they need to assist ELLs as they transition from one level to another by sending them outside to receive Professional development or in house. Some teachers attend BETAC, LOTE conferences, QTel, 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?

Parents are informed through letters, website posting, school messenger messages and school flyers. The school also provides parents with surveys and workshops to continuously have an active parental voice in the school. With the support of Children's Aid Society we have extended our parental leadership by providing parental workshops with Learning Leaders and providing baking and jewelry classes for parents during the day.

We also have a spring and fall orientation tours to inform parents of the incoming 6th graders for the upcoming school year. During these learning walktroughs, parents have an opportunity to visit the school, get informed about programs in the school, visit classrooms, meet teachers, and get an overall idea of how the school functions in a daily basis. Translators are available for these parent orientations. Parents will leave the school with an idea of what are the school expectations, rules and regulations, assessments, instructional standards, academic rigor and support on their part to work with the school community to their children's best interest.

In order for us to evaluate the needs of parents, we provide parents surveys in order to better understand their needs, concerns and suggestions. Most parents requests are the following: workshops on how to assist their children with homework, emotional and social issues they are encountering at home. EPA address those needs by setting up workshops to help them maintain a good relationship with their children, help them with assignments and so on. A series of workshops will be develop throughout the course of the year held by our bilingual and dual language social worker.

- Such as:
- 1) Help your children succeed in school
 - 2) 101 Ways to Help Your Child Learn to Read and Write
 - 3) How to Assist your child with homework
 - 4) Study habits of a Teenager
 - 5) 365 Ways to raise confident kids
 - 6)7 Mistakes good parents make
 - 7) How to speak and understand your child without raising your voice?
 - 8) Practical Raising of Teenagers
 - 9) High School entrance information

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)							2	1	3					6
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	2	1	3	0	0	0	0	6

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							7	4	2				
	I							3	2	6				
	A							12	4	9				
	P							8	7	15				
READING/ WRITING	B							7	6	9				
	I							8	4	14				
	A							14	7	9				
	P							1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	7	5	0	23
7	1	6	0	0	7
8	10	7	0	0	17
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		2		11	1	8	2	5	29
7		3	5	7	3	1	0	0	19
8		1	11	6	3	1	0	0	22
NYSAA Bilingual Spe Ed	5								5

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	15	26	24	10	10	3	8	5
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

1. In the dual language program at Esperanza Preparatory Academy all of the students are assessed through Interim Assessments which are administered four times a year (each quarter). The Interim Assessments are created by teachers to assess progress and skill level in both languages, English and Spanish. The data from the Interim Assessments is then analyzed to find areas of strength and weakness among each student, and used to create instructional plans to target areas of weakness. In addition to Interim Assessments, teachers conference with students in groups and individually and informally observe students during class to discern where each student is at academically. Fountas and Pinnell is used to determine reading level which helps us to provide leveled libraries for the ELL classrooms. One more additional assessment used by NLA teachers is Running Records, which is used to measure the reading proficiency of each student in their native language. We also administer the ELL Periodic Assessment 3 times a year to monitor student progress.

2. Based on the NYSESLAT results from the Spring 2010, many of our students in the 6th and 7th grade level have scored at an advanced level, while at the 8th grade level, the majority of students score at the intermediate level. Also, most ELLs in the 8th grade have stagnated at the advanced level for more than 3 consecutive years. The 8th graders who have stagnated have little to no movement towards reaching proficiency, particularly in the writing modality. A lot of our ELLs across all grades seem to be struggling with writing.

3. Since there is a pattern of stagnation particularly in the 8th grade with writing, EPA has acquired and implemented a web-based writing intervention program to help long-term, advanced ELLs master the skill of writing. EPA has also partnered with STAR/Renaissance to help ELLs build reading stamina through online quizzes that promote reading comprehension. For listening, we provide teachers with listening centers where students are able to read leveled books while hearing them on tape.

4a. All of our ELL & EP students perform better (at a higher level) on tests when taken in their native language as compared to when they take tests administered in English. See above for patterns across proficiencies and grade.

4b. EPA teachers administer the ELL Periodic Assessment 3 times a year to monitor student progress. ELA teachers use this data to drive instruction and plan according to student deficiencies. Teachers create learning clinics and differentiated learning centers to meet the needs of ELLs.

4c. At the higher grade level (8th), the native language of students is enhanced as they are immersed in Spanish literature and are being prepared to take the Advanced Placement exam for high school in their native language. In all grade, students are receiving double the mandated number of minute for curriculum taught in their native language. The NLA curriculum is aligned with ELA curriculum standards. To this end, skills taught in NLA are duplicated in ELA.

5a. Our EP students are assessed with Running Records in Spanish to determine their mastery of the language, and based on their results, teachers confer with students and are able to tarket those particular skills in small groups. The ELE is also administered along with interim assessments, created by the Dual Language department to assess second language skills.

5b. EPs in the Dual Language program are at a high proficiency level, largely due to the fact that they were former ELLs with a strong foundation in the Spanish language.

5c. EPs are performing at grade level on City and State Assessments.

6. We evaluate the success of our program based on how our ELLs move up in their English proficiency level, and also how they build proficiency skills in their native language. Very few of our students have regressed in proficiency, however, we still have a number of stagnated long-term ELLs that we are strategizing on how to progress their proficiency.

We use a number of tools in order to evaluate the success of the ELL program such as: My Access Writing a web based writing program to enhance the writing skills. We also administered the Interim Assessment in a quarterly basis to assess their reading development and comprehension and also we use the Renaissance program which monitors the reading level and growth. And finally, we look into the NYSESLAT data to evaluate the growth on the different modalities.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		