



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ESPERANZA PREPARATORY ACADEMY (M.S. 372)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M372

PRINCIPAL: ALEXANDRA ESTRELLA **EMAIL:** AESTREL3@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Alexandra Estrella	*Principal or Designee	
Arnulfo Velasquez	*UFT Chapter Leader or Designee	
Wandys Villalona	*PA/PTA President or Designated Co-President	
Jason Fulford	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Tanya Morales	Member/Parent	
Melody Walton	Member/Parent	
Glendaliz Minaya	Member/Parent	
Agnes Adeniji	Member/Parent	
Boris Estrada	Member/Parent	
Andrew Maikels	Member/Parent	
Wendy Mercedes	Member/Teacher	
Maria Garcia	Member/Teacher/Chairperson	
Rosely Abreu-Herarte	Member/Social Worker	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

90-90-90 School

We will gain 20 points on the 2012 English language Arts for students with Disabilities, English Language Learners and Black or African American Students and in the Math State Exam for students with Disabilities and English language Learners to reach our ultimate goal of becoming a 90-90-90 school by 2013. Likewise, we will increase performance in Science with a particular focus on grade 8 as student performance at this level decreases significantly from grade 4. 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.

Comprehensive needs assessment

In light of the Common Core State Standards Initiative, we will increase the focus on writing across the curriculum in Grades 6 through 8 in order to better prepare students with the knowledge and skills they need to succeed on more rigorous assessments and for college and career readiness and close the achievement gap.

Instructional strategies/activities

- 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. 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.
- Professional Development based on staff needs and interests, differentiated instruction, small group activities based on students' needs, data-driven instruction, Renaissance Reading and Math Program, ACUITY, Projects, ARIS, Comp2kids, Integrating technology into lessons, Achieve 3000 and MyACCESS where students practice online activities that focuses on skills they need improvement in Literacy and Writing as well as providing students with access to online Virtual Environments for Science
- Before and after school programs
- Target Population(s): All EPA Students
- Responsible Staff: All Staff
- Time line: September until June

Strategies to increase parental involvement

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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional developments are developed based on the interest and areas of improvement of teachers. All teachers are provided with orientation information about school and district which includes the name and duties of staff members, administrative procedures, curriculum and community. In addition, teachers discuss, evaluate, and analyze data across content area and create an action plan based on findings. Finally, networking with community based organizations to develop and provide training for all staff members on a continued basis.

Service and program coordination

- Violence prevention will be done through Town Hall Meetings where students gather every Wednesday morning in the auditorium. During Town Hall meetings topics, such as, Serving Our Troops, PRIDE, Representing our school in positive ways, elevator safety, and violence and gang prevention have been presented to students. Students will be provided with an in depth discussion on focusing on a more positive environment with positive outcomes as opposed to interacting with negative situations such as gangs and drugs. By having Town Hall Meetings, students are being made aware of their surroundings and community, Finally, writing is infused with Town Hall by having students reflect on topics discussed.
- Our after-school program provides an academic component which helps students with the greatest need develop skills to help them work toward being an positive component of our 90-90-90 goal. Academic intervention and advanced help is provided specifically in the areas of ELA and Math. Students are also provided with homework assistance in all subject areas in order to help foster a positive relationship with the school environment and successful academics.
- Additionally, our after-school program provides our 8th grade scholars with an opportunity to participate in a regents preparation course. The course allows the students to prepare for success on the Living Environment and Algebra regents exams. Both regents programs are intensive and highly interactive, affording participating students the greatest opportunity for hands-on learning& project-based work.

Budget and resources alignment

- Staff will receive ongoing PD (SWP-Title One School Wide Project) 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 Fridays as per 2011 – 2012 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 (Title I 21st Century Grant).

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Accountable Talk/Rigorous Task

We will continue our work the implementation of Socratic Circles, Declamations, and turn and talk techniques. During Accountable Talk also established through Socratic Circles twice a month; teachers and students will establish goals and utilize a rubric so that students can identify if their goals are being met; and create an action plan for goals not met. 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

Comprehensive needs assessment

In order to increase higher order thinking skills and performance amongst our students and teachers, 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, results 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.

Instructional strategies/activities

- During Socratic Circles, the use of accountable talk, and declamations, 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. Additionally, teachers will utilize "Depth of knowledge" and Bloom's Taxonomy in order to develop rigorous lessons, different tasks, scaffolded activities and improve questioning techniques that will stimulate higher thinking skills. Finally, teachers will model for scholars how to ask higher order thinking questions.
- Socratic Circles, Declamations, turn and talk, using accountable talk stem while speaking (for example, "I would like to add on to what Sara said"...), and Professional Development for teachers
- Before and after school program
- Target Population(s): All EPA Students
- Responsible Staff: All Content Area Teachers
- Time line: Ongoing

Strategies to increase parental involvement

- Parents will be informed of upcoming events for the school such as declamations. Events will take place during town hall meetings on Wednesdays at 8:00 a.m. Parent coordinator runs the AVID curriculum with parents which informs them of procedures that takes place at EPA such as Socratic Circles. Additionally, PTA meetings are held once a month in the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Strategies utilized for the stated goal would include but not limited to: peer observations followed by debriefing of best practices, sharing of best practices during content area meetings, training paraprofessionals, and pairing new teachers with the most experienced ones.

Service and program coordination

- Networking with outside community based organizations will provide in house training for developing rigorous tasks based on the Depth of Knowledge and aligned to the common Core Standards. Additionally, schools such as North Star and Brooklyn Latin, are utilized to develop the foundation for Declamations and Socratic Circle.
- Through our after-school program, the community based organization (CBO) Roundabout Theatre Company works with our scholars on writing their own theater project scripts and then creating performances of their material. This includes rigorous writing elements as well as developing accountability through intensive group work when developing their materials and performances. Scholars work very heavily with writing and editing skill. Performance tasks enhance student reading and memorization skills as well as developing concept of voice, character, setting, and motivation. This component of our program is supported in part through the 21st Century grant.
- Through the arts enrichments in our after-school, scholars are expected to be able to speak about their participation in the arts and be able to defend, using scholarly and logical arguments, their choices in creating the art and performances they create. These arguments help the scholars to connect their involvement in the arts to their core curriculum academics.

Budget and resources alignment

- Teachers will receive ongoing Professional Development (SWP-Title One School Wide Project) in areas of needs on successfully implementing Accountable Talk in the classrooms and integrating Socratic Circles into the UbD curriculum units

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Self-Management of Learning

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.

Comprehensive needs assessment

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.

Instructional strategies/activities

- Scholar Led Conference, SLC Assessment , End of the Quarter Reflection Form, Blogging, Goal Setting Sheet, Quiz/Test Self Reflection Form
- Before and after school program
- Target Population(s): All EPA Students
- Responsible Staff: All Staff
- Time line: Continuously throughout the year

Strategies to increase parental involvement

- Instead of having the regular report card day/evening where teacher communicates with the parents, the students present to their parent/guardian their report card and portfolio through Scholar Led Conferences. These conferences are held by the students. Students present their best practices as well as their areas of improvement to their parent/guardian. Additionally, they speak about their action plan to continue improving their grades.

Strategies for attracting Highly Qualified Teachers (HQT)

- Strategies utilized for the stated goal would include but not limited to: peer observations followed by debriefing of best practices, sharing of best practices during content area meetings, training paraprofessionals, and pairing new teachers with the most experienced ones. Teachers can also have discussion on evaluating and analyzing particular students' academics and behavior through Critical Friends Group. Students can be invited as well as parent/ guardian to these discussions to discuss such findings and create an action plan. The action plan would focus on strategies in helping the student improve his or her grades and/or behavior.

Service and program coordination

- Students manage their own learning through Scholar Led Conferences.
- Networking with outside community based organizations will provide in house training for developing rigorous tasks based on the Depth of Knowledge and aligned to the common Core Standards. Additionally, schools such as North Star and Brooklyn Latin, are utilized to develop the foundation for Declamations and Socratic Circle.
- Our after-school academic enrichment programs allow our scholars to manage their own learning. In academics, scholars are regularly encouraged to reflect on their school work and with the help of their instructors develop a plan for success in that skill or subject area. Through our enrichment program, scholars are regularly afforded leadership opportunities. In the dance provided by our partnership with the community based organization (CBO) The Leadership Program, scholars help to teach each other dance skills. This regularly involves a great deal of social interaction and development of appropriate instruction skills on the part of the scholar. In the theater program, provided through our partnership with the Roundabout Theatre Company CBO, scholars regularly lead each other in rehearsals and performances. Scholars participating in the photography club, provided through our partnership with Urban Arts, are provided with skills that they use to develop their own work independently and in small groups. All of our enrichment programs are skill and product based, so through performances and presentations, scholars are regularly held accountable for their work.

Budget and resources alignment

Teachers will receive ongoing professional development (SWP-Title I School Wide Project and some Fair Student Funding) 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, Friday PD, and November 4th PD will focus on the role of student conversations in building an academic environment that supports student growth.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Gradual Release of Responsibility

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 completed as feedback. For instance, the observer can jot down noticings, wonderings and next steps for the teacher being observed teaching a lesson. That is, informal observations will be utilized to provide guidance and support to improve teacher practices, as well as, the continued implementation of the GRR Model.

Comprehensive needs assessment

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.

Instructional strategies/activities

- Scholar Led Conference, Blogging, Goal Setting Sheet, Quiz/Test Self Reflection Form, Professional Development on the GRR model, informal observations to improve teacher practices
- Before and After School Program
- Target Population(s): All EPA Students Responsible
- Staff: All Staff
- Time line: Continuously throughout the year

Strategies to increase parental involvement

- Workshops are developed for the parents of middle school around the Avid Program. During the workshops, parents are informed about the structure utilized at the school to teach a lesson such as the GRR model. Additionally, about high school, college and careers are presented to the parents as well as strategies that teachers use to prepare students in the classroom for their upcoming next steps. Overall, the AVID program supports

Strategies for attracting Highly Qualified Teachers (HQT)

- Strategies to recruit and retain teachers include workshops, training for teachers during professional development hour once a week for an hour (to be included in School Bell Schedule), mentoring/team teaching, e-mailing staff about resources, and sending staff on outside professional development to observe other school's best practices.

Service and program coordination

- City College PSO and experienced staff members who have been in the school will provide ongoing support. Round About Theatre will also enhance students' learning where students act out.
- Our afterschool program enrichments are largely skill and project based, which continuously provides the students with new material which they use to create artistic projects and performances. Our partnerships include theater club with The Roundabout Theatre Company, Photography club with Urban Arts, Dance and Fashion through The Leadership Program, as well as Music, Guitar, 2 regents preparations, Basketball, Girls on the Run, Soccer, Track & Field, and a second student-led dance club. All of these programs include teaching artists or coaches which model skills for scholars. The scholars then use these skills through the GRR model to create projects and performances independently. The GRR model is inherent in the teaching of the arts, as success is determined through student independence in the use of artistic skills. The sport clubs not only afford our scholars with skill sets in sports, but also allow them to work together as teams in pursuing mastery of their skills.

Budget and resources alignment

- Ongoing Professional Development in the areas of needs for the staff (SWP-Title I School Wide Project and Fair Student Fund)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	30	30	30	30		30	18	2
7	26	26	26	26		26	18	1
8	25	25	25	25		25	16	8
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	-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
At-risk Services provided by the Guidance Counselor	Provide necessary counseling services along with assessments, interventions and preventive services for at-risk students. Facilitate high school readiness process, and establish student awareness of options and opportunities of both secondary and post-secondary.

<p>At-risk Services provided by the School Psychologist</p>	<p>The Psychologist supports families during initial Referrals and Reevaluations either initiated by the school or parents as well as evaluating scholars during the 3 Year Mandated Review process. They administer formal assessments, observe students across the school environment and meet with teachers and related services providers to gain insight into the academic and social strengths and challenges of scholars in their present program and setting.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The Social Worker supports scholars and their families on a full time basis and is fully integrated in all aspects of the school community. Through our advisory, teachers and the social worker help scholars set goals to achieve self management of learning and behavior which they will be able to generalize across environments and utilize in adulthood.</p> <p>The Social Worker is also instrumental in High School planning and supports families during the IEP process for Transitional Planning for scholars with Individual Education Programs.</p>
<p>At-risk Health-related Services</p>	<p>Some scholars have health needs that require the support of paraprofessionals. Paraprofessionals travel with students to assist with toileting, hygiene within the class, navigating throughout the school, transforming</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS372 *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS372's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. MS372 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

7. Increase parent involvement by engaging parents and students in both academic and social activities that will establish a framework and form an effective partnership with families that will lead to improving student achievement and increase student performance in Secondary Level ELA, Math, and Science
8. In light of the Common Core State Standards Initiative, provide support and training to help parents work with their children to better prepare students with knowledge and skills they need to succeed on more rigorous assessments and for college and careers
9. Increase support for parents and families of ELL students, students with Disabilities and Black or African American students

¹ This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act

MS372's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS/MS/HS XX Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS/HS XX will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Information and Advocacy (OFIA);
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

2 Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

MS372 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- *Hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;*
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- Communicating with parents, guardians, persons in parental relationship and foster parents through phone messaging messages, letters, postcard and or flyers.
- Providing full opportunities for the participation of parents with limited English proficiency and parents with disabilities, 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
- Providing guidance to ensure that parents of children served under Title 1, Part 1 are involved in decisions about how the one percent (minimum set-aside) of Title 1, Part 1 funds reserved for parental involvement is spent in support of the activities articulated in the school's Parent Involvement Policy.

Section II: School-Parent Compact

MS372 [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. MS372 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- Conducting scholar-led conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and
- Planning activities for parents during the school year (e.g., Open House, Curriculum Night, Family Night);

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

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

Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully; and
- Always try my best to learn

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado Dennis Sanchez	District 04	Borough Manhattan	School Number 372
School Name Esperanza preparatory Academy			

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

Principal Alexandra Estrella	Assistant Principal Helene Spadaccinni
Coach Frances Murrell	Coach Rhina Cerda
ESL Teacher Eva de Jesus	Guidance Counselor Maria Garcia
Teacher/Subject Area Estefany Diaz	Parent Wandy Villalona
Teacher/Subject Area Michelle Camilo	Parent Coordinator Elio Valdez
Related Service Provider Bruce Williams	Other type here
Network Leader Dennis Sanchez	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	10	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	5	Number of special education teachers with bilingual extensions	5	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	260	Total Number of ELLs	62	ELLs as share of total student population (%)	23.85%
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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 Esperanza Preparatory Academy there is a protocol to conduct the ELL identification process. First, an informal interview is conducted to the parent by a trained pedagogue, in our school by the pupil secretary Vilma or the Dual language coordinator Rhina Cerda. The interview is conducted in the parent's preferred language. At this interview the parent or guardian is also administered the HLIS in the parent's preferred language as well. Rhina Cerda is a licensed Dual Language Coordinator who administers HLIS and determines if this student should be administered the LAB-R if home language code was one other than English. If Spanish was chosen by the parent as the language other than English, then the Dual Language coordinator will also administer the Spanish Lab within 10 days of initial enrollment.

At the beginning of the year the LAP team meets to evaluate and analyze the most recent or current NYSESLAT data and inform parents by sending them either continuation letters or entitlement letters of the program and non-continuation letters if their child has become English proficient.

EPA also sends parents invitation letters in the parents native language to attend the parent orientation session for students who are entitled to ELL service based on the recorded hand score of LAB-R. EPA conducted the parent orientation meeting and presented all three program available in NYC public schools. The Dual Language coordinator also explained to the parents that Dual Language and ESL were the only program available at this time. At this meeting, parents were given the Parent Survey and Program Selection, along with other materials in English and their native language. During this orientation parents had an opportunity to ask questions about educational programs and services that are available for their children before making a choice. Parents are required to fill out the Parent survey and Program selection form. After reviewing these forms, we place the student in the program selected by the parents and placed the original in the students cums record and the Dual language keeps copy on the school file.

The Dual language coordinator at the school is responsible to inform parents about the Dual Language language and ESL program in the school. Since we don't offer a TBE program, we recommended parents to find placements in other schools where they can be accommodated.

Since Esperanza Preparatory Academy opened up 4 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 fourth 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, this is why this year we hired a fully certified ESL teacher to support those students whose parents were not interested in the DL program, but still want their children to remain or come to the school. The ESL teacher pushes in into those classes of students who are not part of the Dual Language program.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	9
SIFE	10	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	12

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	16	6	6	25		2	12		1	53
ESL	3									3
Total	19	6	6	25	0	2	12	0	1	56

Number of ELLs in a TBE program who are in alternate placement: 6

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP										
Spanish													12	5	16	11	12	10	40	26
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	12	5	16	11	12	10	40	26											

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>62</u>	Number of third language speakers: <u>4</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>26</u>
	Other: <u> </u>

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								1						1
Arabic							1		1					2
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	1	1	0	0	0	0	4

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

EPA has a total number of 260 scholars, and 62 of them are ELLs which means 22.3% 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 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 360 minutes per week per subject area. Our ELLs students in the ESL program who are at a beginner and intermediate level receive the mandated 360 of instructional minutes through a push in model by our certified ESL teacher. The ESL teacher works hand in hand with the ELA and Science teacher to support ELLs in the classrooms. In our Dual language program, ELLs receive the mandated 360 instructional minutes in 5 periods of Native Language Arts, weekly and 5 periods of ELA.

3. Within the content area subjects these are the instructional approaches and methods used to make content more comprehensible to enrich language development.

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. At EPA, we evaluate a child in their native language by using Rigby running records in Spanish. That formal assessment will give us an idea in what reading level the student is at. Also, EPA administer the ALLD exam for all newly arrived students to identify if they fall into the category of SIFE. In addition, the data from the ELE exam is used to comparatively measure growth and progress of ELLS in their native language. Trends and patterns are discussed in our study group meetings and then

A. Programming and Scheduling Information

used to design crosscurricular units of study that help support learning and skills in all content areas of the Dual Language Program.

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, and ELLs students with less than three years 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 4-6 years regular 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 have 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 we also address the needs of our ELL with special disabilities. First of all, our special education teachers are fully bilingual certified with fully bilingual paras supporting and serving the ELLs with special needs. The school also ensures to provide this population the resources in Spanish and English to support and enhance instruction. Like bilingual spanish libraries, books on tape, etc. In addition, our ELL-SWDs are integrated in all the school activities and academics. For instance, they take electives such as: technology, health, music and art. They also participate in Town Hall, monthly assemblies, brakfast club, advisory groups, lunch and recess. We strive to educate students with severe disabilities with their non-disabled peers to the the greatest extent possible. With this been said we mainstream students in content areas in which they excel. This increases the possibility of them getting a high school diploma and later college.

Courses Taught in Languages Other than English ⓘ

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

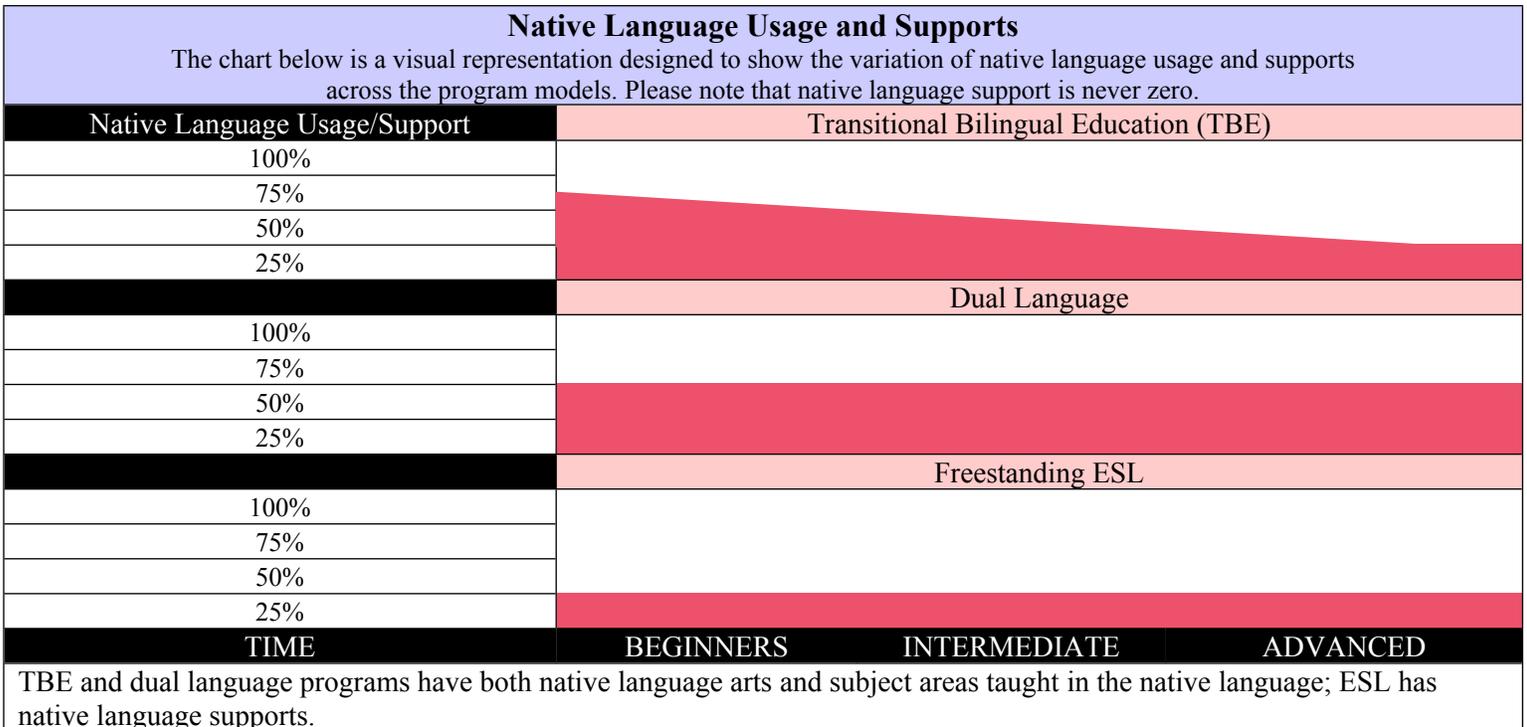
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction
Art	Spanish

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

We at EPA have programmed the mandated 37.5 intervention services within the school day. We use the co-teaching model. There are 2 teachers in the room. After the focus-lesson is done, one teacher is working with a smaller group of students the other teacher is working with the rest of the class assessing and monitoring student's progress and conferencing with all students to ensure progress for lower students and accelerate learning for higher level students. In addition to this, our students participate of an afterschool program that targets both homework intervention and afterschool intervention. EPA also 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 advisories groups. This approach allows them to gain confidence at public speaking, develops their listening skills and critical thinking. At EPA we make sure that we continue to support those students who are former ELLs transitioning into proficiency. Although, they became proficient most of them by parents request stayed in the Dual Language program and benefit from participation of the program. They also receive testing accomodation for up to two years. 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 strenghten the areas of mastery in the Math and ELA Dual Language classes.

According to our Dual Language model, formers ELLs remained in the dual language program in order for them to continue the maintenance of the native language while at the same time strenghtening the acquisition of English. For the next academic year, we intend on launching a reading program known as Achieve 3000 whose goal is to increase the reading levels of our ELLs scholars.

At EPA our ELL scholars are inmersed 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 ELLs 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 intructional 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 and listening centers. 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, excel sheets, websites, and other web based programs.

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 dual language program is to devolp fully bilingual scholars, the instruction in NLA classes are aligned to the instruction in ELA or Humanities. But also creating a differentiation piece where we push those students at a higher spanish level with the preparation of advanced placement material to get them ready to take the Spasnih advanced placement for high school. 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. Two weeks before school officially starts we have EPA freshman orientation where families of 6th grade and newcomers come in to get familiarized with the school environment, staff and follow a mock schedule for the day and other team building activities to get to know each other and the school culture. During the school year we offer and engage our students in activities such as Town Hall every Wednesday to build in the school a sense of belonging and building school culture, and the core values. EPA also has a strong advisory program where scholars

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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 are 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. EP'S and ELL'S are integrated at all times in all content areas. At EPA, we use the balanced literacy model. The Dual Language students receive a 10 minute focus lesson whereby the strategy is modelled step by step for the students. All teachers at our school follow this model in all subject areas. Social Studies and ELA are under the same umbrella titled: Humanities. The Social Studies and ELA teachers have common planning together on a weekly basis. The Social Studies Teacher focuses on the content, while the Literacy teachers in ELA & NLA focus on the skills via common themes, units of study, novels and literature. Our Dual Language Program is taught departamentalized, which means that each subject is taught according to its pacing and units. However, the students make connections between ELA & Social Studies.

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 workshps will be develop throughout the course of the year held by our bilingual and dual language social

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Parents are informed through letters, website posting, school messenger messages and school flyers. The school also provides parents with surveys and workshops such as the AVID program to inform them about how they can help their children with organizational and study skills needed to go to high school and college. Every month at EPA parents, teachers and students come together to celebrate the monthly assembly theme. During these assemblies parents have an opportunity to see their children perform, sing, exercise declamations, and other activities they have learned in their afterschool programs. The school also has Family Night in which we invite parents to come in one night and be part of a community celebration where guest speakers, where community leaders come in and address the parents and students.

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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)							6	5	4					15

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:

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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.

At EPA we are not only preparing our scholars to be ready for high school, we are also preparing them to succeed in college. This is why one of our initiatives this year is to create opportunities to expose them to the college life. We have taken our scholars to visit some colleges like Georgetown university and Columbia university to promote college readiness. In addition, every classroom at EPA is named after a college or university with a plaque that tells information about this particular college. We want our scholars to have the mindset that there will be opportunities for them to succeed and it all starts here. We want our scholars to achieve the highest potential not only to become active citizens of the community but life long learners and future leaders of the global society.

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	10	1		14
7	6	6	0		12
8	1	8	1		10
NYSAA Bilingual Spe Ed	8				8

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		10		3		1		16
7	1		12		4		0		17
8	2		5				6		13
NYSAA Bilingual Spe Ed	9								9

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1	0	5	5	6	9	2	1	29
NYSAA Bilingual Spe Ed	1				1				2

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	13	26	3	1	4	6	1
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

At EPA we are not only preparing our scholars to be ready for high school, we are also preparing them to succeed in college. This is why one of our initiatives this year is to create opportunities to expose them to the college life. We have taken our scholars to visit some colleges like Georgetown university and Columbia university to promote college readiness. In addition, every classroom at EPA is named after a college or university with a plaque that tells information about this particular college. We want our scholars to have the mindset that there will be opportunities for them to succeed and it all starts here. We want our scholars to achieve the highest potential not only to become active citizens of the community but life long learners and future leaders of the global society.

Part VI: LAP Assurances

School Name: <u>WEsperanza Preparatory Academy</u>		School DBN: <u>04M372</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alexandra Estrella	Principal		10/14/11
Helene Spadaccini	Assistant Principal		10/14/11
Elio Valdes	Parent Coordinator		10/14/11
Eva de Jesus	ESL Teacher		10/14/11
Wandy Villalona	Parent		10/14/2011
Michelle Camilo	Teacher/Subject Area		10/14/11
Estefany Diaz	Teacher/Subject Area		10/14/11
Rhina Cerda	Coach		10/14/11
Frances Murell	Coach		10/14/11
Maria Garcia	Guidance Counselor		10/14/11
Brian Kaplan	Network Leader		10/14/11
	Other		1/1/01

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 among our staff members like the Parent coordinator, dual language coordinator, guidance counselors, deans, parents and teachers are bilingual and provide translation services when needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for

translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following

link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will follow all mandated guidelines as prescribed in Chancellor's Regulation A-663. Specifically, the school will provide immediate services or within (30 days) of a new student enrolling into the school, specifically, the Parent/Guardian Home Language Identification survey and video. In addition, during school meetings or conferences, all bilingual families receive translated materials such as the Bill of Parent Rights and Responsibilities brochures and school articulation materials. In addition, the main office has a poster with information stating translation and interpretation services available to them.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Esperanza Preparatory Academy	DBN: 04M372
Cluster Leader: Debra Maldonado	Network Leader: Dennis Sanchez
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 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 administering on going i 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.

ELL Literacy Instruction

In addition, ELLs who have been identified by looking at the NYSESLAT modalities and

ELA State mandates will participate in a 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 twice a week for 22 weeks for an hour. 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 the program will be implemented by 2 certified bilingual teachers. With the Title III funding we will purchase bilingual dictionaries (Spanish/English), Thesauruses, and native Spanish dictionaries to support language acquisition development.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teachers involved in the TITLE III program will receive Professional Development twice a month, from November through May. 4 teachers will be involved in the program and will meet with the dual language coach for a total of 12 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, SIOP 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.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 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 take part of the AVID workshops twice a month, in which they learn ways to help their children with study habits and organizational skills. 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,

Part D: Parental Engagement Activities

Math, & NYSESLAT.

- 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.

?????

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> • Per session • Per diem 	<u>11, 200.00</u>	<u>Supplemental Instruction: Per session Math Power Program (M & T 3:00 pm-4:00 pm)</u> <u>2 Bilingual Certified teachers @ 49.89 (1 hour x 49.89 hour) x 48 days = \$4,789.44</u> <u>After School Parental Workshop for parents.</u> <u>4:30 pm- 5:30 pm</u> <u>1 Bilingual teacher @ 49.89 (2 hours x 49.89) x 10 Workshops = \$997.80</u> <u>Professional Development</u> <u>(Thursday 3:00 pm- 4:00 pm)</u> <u>1 Bilingual Certified Teacher @ 49.89</u>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.																																																																																																																																																			
		<p>x 24 days= <u>\$1,197.36</u></p> <p><u>2 Bilingual Certified Teachers @ 49.89 (\$99.78) x 13 Days = \$ 1,297.36</u></p>																																																																																																																																																			
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 																																																																																																																																																					
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. <table border="0"> <thead> <tr> <th style="text-align: right;">774.58</th> <th style="text-align: left;">Quantity</th> <th style="text-align: left;">Item</th> <th style="text-align: left;">#</th> <th style="text-align: left;">Description</th> <th style="text-align: left;">U/M</th> <th style="text-align: left;">Net</th> </tr> <tr> <th style="text-align: right;">Price</th> <th style="text-align: left;">Total</th> <th colspan="5"></th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">46</td> <td style="text-align: left;">706074254</td> <td style="text-align: left;">LAROUSSE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>DICCIONARIO DE LA LENGUA</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>ESPANOLA ESENCIAL</td> <td style="text-align: left;">EACH</td> <td></td> <td></td> <td style="text-align: right;">\$</td> </tr> <tr> <td style="text-align: right;">7.28</td> <td style="text-align: right;">\$334.00</td> <td colspan="5"></td> </tr> <tr> <td></td> <td></td> <td style="text-align: left;">271540400</td> <td></td> <td style="text-align: left;">PAPER,</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td colspan="5">COPY,XEROGRAPHIC, *50% RECYCL</td> </tr> <tr> <td></td> <td></td> <td colspan="5">WHITE, SUB.20 8-1\2"X11", MIN.</td> </tr> <tr> <td></td> <td></td> <td style="text-align: left;">ORD.</td> <td style="text-align: left;">CTN\,10 REAM</td> <td></td> <td></td> <td style="text-align: right;">\$ 29.72</td> </tr> <tr> <td></td> <td style="text-align: right;">\$110.88</td> <td colspan="5"></td> </tr> <tr> <td></td> <td></td> <td style="text-align: left;">088493725</td> <td></td> <td style="text-align: left;">STAPLES 1-</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td colspan="5">SUBJECT NOTEBOOK COLLEGE RULED</td> </tr> <tr> <td></td> <td></td> <td colspan="5">8 1\2" X 11" 100 SHEETS 3\PK</td> </tr> <tr> <td></td> <td style="text-align: right;">\$ 1.59</td> <td style="text-align: left;">PK</td> <td></td> <td></td> <td></td> <td style="text-align: right;">\$47.70</td> </tr> <tr> <td></td> <td></td> <td style="text-align: left;">42</td> <td></td> <td style="text-align: left;">E13261</td> <td style="text-align: left;">Desk-Top References,</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: left;">Spanish/English Dictionary</td> <td style="text-align: left;">Each</td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">\$4.50</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: right;">\$189.00</td> </tr> <tr> <td></td> <td></td> <td colspan="5">Travel _____</td> </tr> <tr> <td></td> <td></td> <td colspan="5">Other _____</td> </tr> <tr> <td></td> <td></td> <td colspan="5">TOTAL _____</td> </tr> </tbody> </table>	774.58	Quantity	Item	#	Description	U/M	Net	Price	Total						46	706074254	LAROUSSE							DICCIONARIO DE LA LENGUA							ESPANOLA ESENCIAL	EACH			\$	7.28	\$334.00								271540400		PAPER,					COPY,XEROGRAPHIC, *50% RECYCL							WHITE, SUB.20 8-1\2"X11", MIN.							ORD.	CTN\,10 REAM			\$ 29.72		\$110.88								088493725		STAPLES 1-					SUBJECT NOTEBOOK COLLEGE RULED							8 1\2" X 11" 100 SHEETS 3\PK						\$ 1.59	PK				\$47.70			42		E13261	Desk-Top References,						Spanish/English Dictionary	Each			\$4.50					\$189.00			Travel _____							Other _____							TOTAL _____				
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Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		