



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: ESPERANZA PREPARATORY ACADEMY**

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

PRINCIPAL: ALEXANDRA ESTRELLA

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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	
Wendy Mercedes	Member/ Assistant Principal	
Arnulfo Velasquez	*UFT Chapter Leader or Designee	
Wilma Otero Lopez	*PA/PTA President or Designated Co-President	
Miriam Ayala	DC 37 Representative, if applicable	
Jessica Richards	Student Representative (H.S.)	
Allie Marie Rosado	Student Representative (H.S.)	
Erin McCreedy	CBO Representative, if applicable	
Maria Garcia	Member/ UFT	
Rosely Abreu-Herarte	Member/ UFT	
Maria Maldonado	Member/ UFT	
Christina Medina	Member/ UFT	
Tanya Morales	Member/ Parent	
Agnes Adeniji	Member/ Parent	
Boris Estrada	Member/ Parent	
Ana Soto	Member/ Parent	

Claudia A. Perez	Member/ Parent	
Wilma Otero Lopez	Member/ Parent	
Melody Walton	Member/ Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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 State Exam 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 2015. Likewise, we will increase performance in Living Environment and Algebra Regents exam scores 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 student were members of ethnic minority groups, and 90% or more of the students met the district or state academic standards in reading in 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 12 in order to better prepare students with the knowledge and skills they need to succeed on more rigorous assessments, to prepare scholars for college, for careers, and to 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
- Instructional activities will occur in school, before school, and during after-school programs
- Target Population(s): All EPA Students
- Responsible Staff: All Staff are responsible for helping to reach this goal. However, we will be working with a program called Aussie, along with the CUNY Math Initiative through the Learning College to help provide development, content, planning and instructional support and mentoring services.
- Time line: These instructional strategies and activities will take place from September until June each school year.

### Strategies to increase parental involvement

- In addition to regularly scheduled report cards, progress reports are mailed home every six weeks to inform parents/guardians of areas of strengths and areas for growth or improvement. Teachers also make phone calls homes on a regular basis to keep parent/guardian updated with their child's progress.
- As a substitution for parent/teacher conferences, EPA conducts Scholar Led Conferences (SLCs) in which scholars walk parents through samples of their work, outline SMAR goals and explain learning strategies they will use to reach these goals.

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy        X   Title I      \_\_\_\_\_ Title IIA        X   Title III        X   Grants      \_\_\_\_\_ Other

If other is selected describe here:

### Service and program coordination

- Violence prevention and college readiness development will be provided 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, violence and gang prevention, as well as social, economic and current events have been presented and discussed by 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 that helps students with the greatest need develop skills to help them work toward being a 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. As a component of the enrichment portion of our after-school program, scholars from a variety of disciplines coordinate their efforts to produce a school-wide stage Shakespeare production that is used as a forum for community service and outreach.
- Additionally, our after-school program provides our 8<sup>th</sup>&9<sup>th</sup> grade scholars with an opportunity to participate in 2 Regents preparation courses. The courses allow 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.
- Town Hall Meetings are held every Wednesday morning and are attended by all staff. Annual salaries of teachers are funded with Tax Levy

funds. Annual salaries of paraprofessionals are funded with IEP paraprofessional funds. Per session is paid to staff that work in the after school program. Per session is paid using the following allocation categories: Title I, Title III, Contract for Excellence, 21<sup>st</sup> Century, and tax levy fund sources.

### **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, through analysis of peer rubrics, scholars discuss ways to help each other meet their goals.

##### **Comprehensive needs assessment**

Because interpersonal communication and understanding through evidential citation is an area we identified our scholars struggling with, we have identified Accountable Talk and Socratic Circles as a method for improving this essential area. Additionally, communication skills are key to college and career readiness as well as for interviewing and continuing educational understanding.

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 re-voicing is correct. Asking students to restate someone else's reasoning. As an example, a teacher may use the phrase "Can you repeat what he just said in your own words?" instead of the teacher re-voicing, the students are asked to re-voice 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. This curriculum informs parents of procedures that take place at EPA such as Socratic Circles. Additionally, PTA meetings are held once a month in the school

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title I       Title IIA       Title III       Grants       Other

If other is selected describe here:

**Service and program coordination**

- Networking with outside community-based organizations (CBOs) 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 21<sup>st</sup> 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.
- The after school program described above is supported using 21<sup>st</sup> Century funds. Outreach to parents is supported using Title I funds and tax levy parent coordinator funds.

### **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 Trimester 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 which will entail and demonstrate growth in their work from 6th grade to 8th grade.

#### **Comprehensive needs assessment**

##### **Self Management of Learning**

The development of life-long learners is key to our scholar success. The most important component of this kind of learner is self-management, an area in which we found many of our scholars struggling. The purpose of this goal as a focus is to help improve scholars' self-management of learning, and develop skills for independent knowledge and skill acquisition. These skills will be imperative as scholars transition through secondary and post-secondary education and into meaningful careers.

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). Self-management of learning includes Teachers scaffolding curricula, units and lessons 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. These conferences, rubrics, evaluations and reflections not only allow scholars to better understand their learning styles,

but also to identify their strengths and areas still needing development while utilizing SMART goal setting and strategic planning to reach their goals.

**Instructional strategies/activities**

- Our staff and scholars will implement the use of GRR lesson planning, Scholar Led Conferences, SLC Assessments, End of the Quarter Reflection Forms, Journaling, Conferencing, Blogging, SMART Goal Setting Sheets, as Quiz and Test Self Reflection Forms. The Gradual Release of Responsibility (GRR) model is based on a shift of responsibility of learning in each lesson from the teacher at the beginning to the scholar by the end. Our use of Understanding by Design (UBD) unit planning follows a similar model, where scholars become responsible for their learning by the end of the unit through project based learning, formative & summative assessments. Scholar led conferences allow our scholars the opportunity to work with a staff member one on one in order to analyze their work for patterns of success and weakness. Staff members also help students to shape SMART goals and strategies for reaching their goals. Once scholars have analyzed and reflected upon their work, developed their SMART goals and identified their strategies, they present their work to their parents to ensure that all parties involved support the goals and learning.
- This goal will be addressed before, during and after school, but is most evident in bi-weekly advisory periods facilitated by EPA staff members.
- Target Population(s): All EPA Students
- Responsible Staff: All Staff
- Time line: This process is continuously implemented throughout the year, but is most closely utilized at the times of SLCs, Report Cards and following Interim, State and Course unit exams.

**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. The students hold these conferences. 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.

**Budget and resources alignment**

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

### **Service and program coordination**

- Students most closely manage their own learning through Scholar Led Conferences, advisory and one-on-one conferencing with staff members.
- Networking with outside community-based organizations (CBOs) 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 Scholar Led Conference, 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 schoolwork 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 Leadership Program (CBO), 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.
- Advisory periods are conducted twice weekly by all staff, and SLCs are scheduled twice annually, and facilitated by all staff. Annual salaries of teachers are funded with Tax Levy funds. Annual salaries of paraprofessionals are funded with IEP paraprofessional funds. Per session is paid to staff that work in the after school program. Per session is paid using the following allocation categories: Title I, Title III, Contract for Excellence, 21<sup>st</sup> Century, and tax levy fund sources.
- The after school program described above is supported using 21<sup>st</sup> Century funds. Outreach to parents is supported using Title I funds and tax levy parent coordinator funds.

## **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 complete a self-reflective evaluation on their work by providing feedback on their focus lessons (1=Accomplished, 2=Proficient, 3=Developing, 4=Emerging). Additionally, staff will utilize classroom visits, peer observations and professional development time to explore best practices among peers and identify new strategies for improvement. Staff will also identify the areas still needing growth in order to improve, allowing administration to provide appropriate and adequate support to the staff. Staff will also have the opportunity to observe each other while delivering GRR modeled lessons. During observations, a GRR Observation Template will be completed to utilize as reflection and feedback. For instance, the observer can jot down noticings, wonderings and next steps for the teacher being observed teaching a lesson. This allows informal observations to be utilized for providing guidance and support to improve teacher practices, as well as continued implementation of the GRR Model. Peer evaluations and observations are coupled with scholar work and looked at through the lens of the Danielson and Kim Marshall rubrics in bi-weekly content- and grade-team meetings. These meetings allow our staff to evaluate not only their lesson development and delivery, but also evaluate the student work for progress and results.

#### **Comprehensive needs assessment**

A focus on the GRR model was identified as a support system for new teaching staff. As our school has been open for only 5 years, and we are continuously expanding to include grades 6-12 through the 2014-15 school year, we have new incoming staff on a regular basis. The GRR model not only provides new teachers with strategies for effective content delivery, but also provides consistency for our scholars across content areas. We have identified teacher pacing, scholar need for structure and assumption of responsibility as key factors in school success. The GRR model provides support systems and planning tools that allow teachers to deliver more effective lessons and provide scholars with opportunities for self-management and practice of college and career skills.

In order to continue our scholars' development we will participate in a series of professional developments 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, GRR will allow scholars to develop as 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, even though all have unique 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

- To reach this goal, our staff will be utilizing the research-base books Better Learning Through Structured Teaching by Douglas Fisher & Nancy Frey, Teach Like a Champion by Doug Lemov, Teaching Reading to English Language Learners by Socorro Guadalupe, Herrera, Delia R. Perez & Kathy Escamilla , and Making Content Comprehensible for English Learners: The SIOP Model by Jana Echevarria, MaryEllen Vogt and Deborah J. Short, among others. We will also be utilizing Scholar Led Conferences, peer evaluations, professional development, close reading, Socratic circles, formal & informal observations, and consistent classroom environments to help support and reach this goal.
- The implementation of the GRR model will primarily be utilized during the school day, across all content areas including enrichments, and will also be reinforced through instruction in our academic after-school program.
- Target Population(s): All EPA Students
- Staff: All Staff
- Time line: While the GRR model will be implemented Continuously throughout the year, our goal is to have all teaching staff using the GRR model for lesson delivery consistently across all content areas.

### 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, information 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.

### Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title I       Title IIA       Title III       Grants       Other

If other is selected describe here:

### Service and program coordination

- City College PSO and experienced staff members who have been in the school will provide ongoing support in this area. Roundabout 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, Chess and Fashion through The Leadership Program, as well as Music Production, 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.

- All staff utilize the GRR model, and all staff attend all professional developments. Annual salaries of teachers are funded with Tax Levy funds. Annual salaries of paraprofessionals are funded with IEP paraprofessional funds. Per session is paid to staff that work in the after school program. When applicable, per session is paid using the following allocation categories: Title I, Title III, Contract for Excellence, 21<sup>st</sup> Century, and tax levy fund sources.
- The after school program described above is supported using 21<sup>st</sup> Century funds. Outreach to parents is supported using Title I funds and tax levy parent coordinator funds.

## **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**

#### **College Readiness**

- Our goal is to increase parent involvement in the school community by engaging parents in both academic and social activities that will establish a framework and form effective partnerships with families that will lead to improving student achievement. We will provide parents and scholars with the tools necessary to prepare them for transition to a college or other post-secondary academic career. This includes, but is not limited to exposing both parents and scholars to a variety of college experiences and assisting them with the college preparation and application process. Scholars will all be prepared with the knowledge and skill to begin a college career upon graduation from EPA high school.

#### **Comprehensive needs assessment**

- We identified that in our community, college preparation is an area that suffers greatly from a variety of social and economic hurdles. We want to utilize our resources to provide the experiences and services necessary to provide scholars and their families with college readiness.
- A yearly assessment will be conducted to gather input from students, parents, and teachers to determine what changes can be made to improve the success of our college-counseling program.

#### **Instructional strategies/activities**

- Middle school students will become familiar with high school graduation requirements and begin thinking about the transition to college.
- Each student will create a folder to be kept in the college office for all his or her application and financial aid materials. (i.e. academic record, standardized tests, the college essay, honors and awards, extracurricular activities, recommendations, etc.)
- Students will engage in continuous self-reflection and complete a self-assessment chart to get a better sense of their college/career interests, and what they should look for in a college.
- Students will become familiar with important resources (i.e. guide books/publications and web sites) and develop a preliminary list of public and private colleges that interest them.
- Students will research these colleges and develop a short list of 8 schools that they will visit and consider applying to.
- Students will attend 2-3 college fairs, and visit a minimum of 3 college campuses per year, utilizing a checklist/journal to organize and evaluate information to determine whether the school is a good fit for them.
- Students and their parents will become familiar with the Financial Aid Application Process (i.e. Free Application for Federal Student Aid [FAFSA], Tuition Assistance Program [TAP], SEEK, HEOP, EOP, CD, fee waivers, scholarships, and student loans).
- Students will develop their academic/social profile, art portfolio, and learn how to write an effective resume and application essay.
- Students will receive college counseling, tutoring and SAT prep classes from The Ivy Key.
- Students will follow a timeline/tracking calendar and register for the PSAT, SAT, or ACT as necessary.

### Strategies to increase parental involvement

- Outreach to parents via letters, flyers and phone calls to inform them of upcoming events at Esperanza Preparatory Academy (i.e. Workshops by NY's 529 College Savings Program and New York State Higher Education Services Corporation [HESC]) or in the local community (i.e. The New York Urban League). Additional presentations for parents will also take place during selected Parent/Teacher Association (PTA) Meetings to create awareness and share information.

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax \_\_\_\_\_ Title I \_\_\_\_\_ Title II \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other  
    X Levy      X      IIA      X      X

If other is selected describe here:

### Service and program coordination

- The College Counselor will oversee the overall program, with assistance from teachers, the Parent Coordinator, Middle School Guidance Counselor, parent volunteers and elected officers of the PTA at Esperanza Preparatory Academy.
- All scholars are part of the college preparation program. Annual salaries of teachers are funded with Tax Levy funds. Annual salaries of paraprofessionals are funded with IEP paraprofessional funds. Per session is paid to staff that work in the after school program. When applicable, per session is paid using the following allocation categories: Title I, Title III, Contract for Excellence, 21<sup>st</sup> Century, and tax levy fund sources.
- The after school programming described above is supported using 21<sup>st</sup> Century funds. Outreach to parents is supported using Title I funds and tax levy parent coordinator funds.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA  Students Receiving AIS: 6 <sup>th</sup> Grade – 33 7 <sup>th</sup> Grade – 31 8 <sup>th</sup> Grade – 27 9 <sup>th</sup> Grade – 20	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. EPA has also established a Breakfast Club that focuses on ELA skills once a week in order to engage in critical thinking which fosters a literacy community focused on college readiness. 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	Accelerated Reader: One-to-One  Breakfast Club: Small group  Push-in support: Small group instruction in the general education classroom.  Clinics: Small group instruction  Afterschool program: Small group instruction, tutoring and reinforcing classroom skills	Before School: Breakfast Club, Tutoring  During the school day: Accelerated Reader, Push-in Support, Clinics  After School: Afterschool Program, Tutoring

	<p>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.</p>		
<p>Mathematics</p> <p>Students Receiving AIS:  6<sup>th</sup> Grade – 33  7<sup>th</sup> Grade – 31  8<sup>th</sup> Grade – 27  9<sup>th</sup> Grade – 20</p>	<p>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 &amp; used to develop goals. EPA has also established a Breakfast Club that focuses on Math skills once a week in order to engage in critical thinking which fosters a mathematic community. 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</p>	<p>Accelerated Math: One-to-One</p> <p>Breakfast Club: Small group</p> <p>Push-in support: Small group instruction in the general education classroom.</p> <p>Advisory: Small group instruction</p> <p>Clinics: Small group instruction</p> <p>Afterschool program: Small group instruction, tutoring and reinforcing classroom skills</p>	<p>Before School: Breakfast Club, Tutoring</p> <p>During the school day: Accelerated Reader, Push-in Support, Clinics,</p> <p>After School: Afterschool Program, Tutoring</p>

	<p>their tracking sheet. They are also assigned hands-on activities to enhance their math skills.</p>		
<p>Science</p> <p>Students Receiving AIS:          6<sup>th</sup> Grade – 33          7<sup>th</sup> Grade – 31          8<sup>th</sup> Grade – 27          9<sup>th</sup> Grade – 20</p>	<p>Interventions and adjustments to instruction are created based on analysis after each assessment through clinics and lesson/curriculum scaffolding. The teacher facilitates creative student thinking through application of questioning techniques which affords students ample opportunities to build on one another's thoughts. Students are assigned to a pre-planned cluster for small group activity. EPA has also established a Breakfast Club that focuses on Science skills once a week in order to engage in critical thinking which fosters a scientific community. Students also receive science help during the Afterschool Program where teachers can collaborate and tutor students on various science topics. In addition, we also provide a push-in support model to help students that are having difficulties mastering standards in Science.</p>	<p>Breakfast Club: Small group</p> <p>Push-in support: Small group instruction in the general education classroom.</p> <p>Clinics: Small group instruction</p> <p>Afterschool program: Small group instruction, tutoring and reinforcing classroom skills</p>	<p>Before School: Breakfast Club, Tutoring</p> <p>During the school day: Push-in Support, Clinics</p> <p>After School: Afterschool Program, Tutoring</p>
<p>Social Studies</p> <p>Students Receiving AIS:          6<sup>th</sup> Grade – 33          7<sup>th</sup> Grade – 31</p>	<p>Interventions and adjustments to instruction are created based on analysis after each assessment through clinics and lesson/curriculum</p>	<p>Breakfast Club: Small group</p> <p>Push-in support: Small group instruction in the general education classroom.</p>	<p>Before School: Breakfast Club, Tutoring</p> <p>During the school day: Push-in Support, Clinics</p>

<p>8<sup>th</sup> Grade – 27 9<sup>th</sup> Grade – 20</p>	<p>scaffolding. The teacher facilitates creative student thinking through application of questioning techniques which affords students ample opportunities to build on one another's thoughts. Students are assigned to a pre-planned cluster for small group activity. EPA has also established a Breakfast Club that focuses on Social Studies skills once a week in order to engage in critical thinking which fosters civic awareness. Students also receive science help during the Afterschool Program where teachers can collaborate and tutor students on various social studies topics. In addition, we also provide a push-in support model to help students that are having difficulties mastering standards in Social Studies.</p>	<p>Clinics: Small group instruction</p> <p>Afterschool program: Small group instruction, tutoring and reinforcing classroom skills</p>	<p>After School: Afterschool Program, Tutoring</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> <p>Students Receiving AIS (School Psychologist): 6<sup>th</sup> Grade – 33 7<sup>th</sup> Grade – 31 8<sup>th</sup> Grade – 27 9<sup>th</sup> Grade – 20</p> <p>(Social Worker):</p>	<p>Provide necessary counseling services along with assessments, interventions and preventive services for at-risk students. Facilitate high school readiness process, college readiness, and establish student awareness of options and opportunities of both secondary and post-secondary.</p>	<p>Services are provided throughout the school day, either within the classroom or in the office of the service provider. Service providers also perform as needed duties for students who are experiencing crises or require other supports inside and outside the classroom.</p>	<p>During the School Day: Provider Services</p>

<p>6<sup>th</sup> Grade – 22  7<sup>th</sup> Grade – 13  8<sup>th</sup> Grade – 14  9<sup>th</sup> Grade – 6</p> <p>(Counseling):  6<sup>th</sup> Grade – 22  7<sup>th</sup> Grade – 13  8<sup>th</sup> Grade – 14  9<sup>th</sup> Grade – 6</p> <p>(Health Related Services):  6<sup>th</sup> Grade – 1  7<sup>th</sup> Grade – 5  8<sup>th</sup> Grade – 6  9<sup>th</sup> Grade – 3</p>			
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- 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 that 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.
- We will be using an online bi-directional informal observation program called t-EVAL to provide ongoing teacher feedback based on the Danielson framework and to foster communication between teachers and administration.
- Strategies utilized for the stated goal (accountable talk) 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.
- 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.
- 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.
- 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**ESPERANZA PREPARATORY ACADEMY  
PARENT INVOLVEMENT POLICY (PIP)**

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, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for and welcomed members of our school community. Additionally, we work to create an environment in which teachers, administrators, parents and scholars alike are immersed in a learning community based on mutual accountability creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school'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 Committee as trained volunteers and, life long learning and community service. Our school will support parents and families of Title I students by:

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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;
- 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

- 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
- Increase support for parents and families of ELL students, students with Disabilities and Black or African American students

Esperanza Preparatory Academy (M372) designed its Parent Involvement Policy 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. The school will maintain this information.

In developing the EPA 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, Esperanza Preparatory Academy 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 Committee. 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;
- 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 Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;
- 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;
- Keep regular phone contact between staff and parents, which will be logged on a weekly basis.
- Provide professional development sessions in AVID, and other educational and college preparatory programs.
- Include parents and families in Town Hall, Auditorium Periods, cultural outings and Performances whenever possible.

Our school will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area 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;
- 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;
- 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;
- Fostering an understanding of college-readiness and providing professional development related to the funding and curricular requirements for college entry.
- Providing advisory conferencing for scholars and facilitating Scholar led conferences, where scholars and parents practice communication skills on academic and social topics.

Esperanza Preparatory Academy (M372), in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Providing consistent structured instruction in the Gradual Release of Responsibility (GRR) model;
- Creating cross-curricular alignment through common planning and professional development in the Understanding By Design (UBD) model.

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

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

*Provide parents reasonable access to staff by:*

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- Regular phone calls regarding scholar performance and written correspondence as possible.

*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;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teachers about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;
- Completing survey based feedback at all SLC conference to facilitate progress;
- Participate in Comp2Kids computer and technology workshop;
- Attend Town Hall, Auditorium Periods, Cultural Events, Professional Developments and other school community activities when possible;
- Participate in school celebrations of success including Graduation, Curriculum Night, Family Night, Cultural Awareness auditorium periods, Charity Events and Awards Night.

### III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.
- Know and Exemplify the EPA core values:
  - P: Perseverance
    - We strive always to uphold the mission of EPA.
    - We do whatever it takes to help each member of the EPA family achieve success.
    - We finish what we start
  - R: Responsibility
    - We hold ourselves accountable for our words and actions.
    - We watch over all members of our community and their property
    - We own our mistakes and learn from them.
    - We actively participate and help people among our community.
    - We provide service hours to make our community a better place to live
  - I: Integrity
    - We act and speak honestly.
    - We personify our values and beliefs.
    - We conduct ourselves in a manner which makes our families, the community, and ourselves proud
  - D: Dedication
    - We recognize that hard work produces positive results.
    - We exercise self-control and make necessary sacrifice in order to reach our potential.
    - We contribute to the orderliness that is necessary for our school to function.
  - E: Enthusiasm
    - We maintain positive attitudes and practice positive thinking.
    - We demonstrate interest and excitement in our own and others' achievements.
    - We pursue our passions in life.
- Understand and execute the principles of the EPA pledge:
  - "As an EPA scholar, I will:
    - Come to school each day on time in my EPA uniform;
    - Complete all my schoolwork all of the time;
    - Follow directions from my EPA staff members promptly and respectfully;
    - Ask questions when I do not understand something;
    - Conduct myself in a way that makes me, my family and my community proud;
    - Help when I see that help is needed, and;
    - Set goals and work to achieve them."

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Esperanza Preparatory Academy	DBN: 04M372
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 1

### 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 Academic Intervention Services (AIS). This program targets new arrivals with deficiencies in L1. We will target 20 scholars a 10:1 ratio, one hour a day four times a week for 23 weeks (46 days) from November through May which will be taught by Five Bilingual Certified teachers and 1 ELA certified teacher. Progress will be monitored by administering on going assessments. These assessments will allow us to track progress and inform instruction. We believe that these additional classes will give the scholars the academic reinforcement that they need to build upon their mathematics abilities, as well as to improve their linguistic skills. 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, which will inform instruction. Furthermore, to enhance the quality of instruction, scholars will use math manipulatives, while developing English vocabulary (math topics will include but not limited to polygons and fractions). Toward the end of the program we will then administer a post assessment to analyze growth and/or areas which require additional intervention. Additionally, we will be using a program entitled ACHIEVE 300 which will allow students to increase their reading and writing levels. This program allows every student to build on their reading stamina and comprehension through differentiated reading levels, online instruction using nonfiction and online Lexile assessment.

### 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. Three teachers will be involved in the program and will meet with the dual language coach for a total of 11 sessions, every session for one hour during the school year. The 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

### Part C: 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. Progress reports are sent home at the end of each month to inform parents of how how scholars are doing in their academic performance. 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. Furthermore, as a part of our after-school programming, we are partnered with the CBO Hip Hop & Life, which will facilitate four parent workshops throughout the year. These will be focused on literacy and how parents can help scholars study.

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**Part D: Parental Engagement Activities**

- April: Understanding the Social Studies and Science State Test.
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- June: Supporting Literacy during the summer.

Facilitators: One bilingual teacher

1 teacher (10 sessions one hour)

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.
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Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		

**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.
Other		
<b>TOTAL</b>		

### 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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Esperanza Preparatory Academy	DBN: 04M372
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 1

### 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 Academic Intervention Services (AIS). This program targets new arrivals with deficiencies in L1. We will target 20 scholars a 10:1 ratio, one hour a day four times a week for 23 weeks (46 days) from November through May which will be taught by Five Bilingual Certified teachers and 1 ELA certified teacher. Progress will be monitored by administering on going assessments. These assessments will allow us to track progress and inform instruction. We believe that these additional classes will give the scholars the academic reinforcement that they need to build upon their mathematics abilities, as well as to improve their linguistic skills. 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, which will inform instruction. Furthermore, to enhance the quality of instruction, scholars will use math manipulatives, while developing English vocabulary (math topics will include but not limited to polygons and fractions). Toward the end of the program we will then administer a post assessment to analyze growth and/or areas which require additional intervention. Additionally, we will be using a program entitled ACHIEVE 300 which will allow students to increase their reading and writing levels. This program allows every student to build on their reading stamina and comprehension through differentiated reading levels, online instruction using nonfiction and online Lexile assessment.

### 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. Three teachers will be involved in the program and will meet with the dual language coach for a total of 11 sessions, every session for one hour during the school year. The 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

### Part C: 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
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- how parents will be notified of these activities

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