



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name: ESPERANZA PREPARATORY ACADEMY**

**DBN (i.e. 01M001): 04M372**

**Principal: WENDY MERCEDES**

**Principal Email: WMERCED2@SCHOOLS.NYC.GOV**

**Superintendent: ALEXANDRA ESTRELLA**

**Network Leader: ALLEN DITCHER, CUNY**

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Wendy Mercedes	*Principal or Designee	
Arnulfo Velasquez	*UFT Chapter Leader or Designee	
Ana Soto	*PA/PTA President or Designated Co-President	
Lonnie Campbell	DC 37 Representative, if applicable	
Allie Marie Rosado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Maldonado	Member/	
Rosely Abreu-Herarte	Member/	
Arnulfo Velasquez	Member/	
Wilma Otero	Member/	
Jeanette Irizarry	Member/	
Ana Soto	Member/	
Melody Walton	Member/	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

To increase student performance by at least one level in Elementary/Middle School English Language Arts and Mathematics State Examinations for all students by July 2014. In the High School level, students will attain a score of 80% or higher in Regents Math course and 75% or higher in the Regents English Language Arts examination

### 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.

- 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, to prepare scholars for high school and eventually college, careers, and to close the achievement gap.
- Students need to attain a score of 80% or higher in a Regents Math course in order to gain acceptance into college.

### Instructional Strategies/Activities

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

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

- Teacher collaboration that focuses on student work and proficiency through grade data meetings, content area meetings and school-wide meetings will be used to plan and assess student activities in order to meet their needs and help the students meet the goals. Co-teaching will also be used to decrease the student to teacher ratio and help improve student performance.
- Professional Development based on staff needs and interests, differentiated instruction, small group activities based on students' needs, data-driven instruction, Achieve 3000 where students practice online activities that focuses on skills they need improvement in Literacy and Writing, Revolution K-12 where students practice online activities that focuses on skills they need improvement in Mathematics
- Students will experience close readings of texts facilitated by ELA teachers, participate in Socratic circles, and experience Common Core aligned units of work. Differentiated instruction, small group activities based on students' needs and data-driven instruction will occur in all classrooms. Word Generation for vocabulary development, Projects, ARIS and Achieve 3000 where students practice online activities that focuses on skills they need improvement in Literacy and Writing.
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- Instructional activities will occur in school, Saturday school for ELL students and during after-school programs  
Instructional activities will occur in school, Saturday school and during after-school programs for all students.

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

1. Responsible Staff: All Staff are responsible for helping to reach this goal. However, we will be working with consultants from Generation Next to help provide development, content, planning and instructional support and mentoring services.

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

1. Data collected from weekly tests, unit tests, mock Regents examinations and student work completed in class
2. Weekly content meetings will look at student work to assess the level of student understanding, and assist the teacher in improving the product and increasing student performance.

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

1. These instructional strategies and activities will take place from September until June each school year.

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

1. Teachers push to classes that have a greater need for individualized students' attention.
2. Teachers have common planning time to foster collaboration and share best practices to increase student performance.
3. Students use Achieve 3000 to individually improve their comprehension of English and Revolution K-12 assists students to excel in their math skills.
4. After school classes occur to deepen the students' understanding of the content taught and assist in teaching content not mastered in class.
5. Students use Revolution K-12 assists students to excel in their math skills.

**Strategies to Increase Parental Involvement**

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

- 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 SMART goals and explain learning strategies they will use to reach these goals.

**Budget and Resource Alignment**

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

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

X Title I SWP, Contract for Excellence, Sequester /2010 Consensus Title I SWP

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

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**

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.

**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***

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

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

- 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
- 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.

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

1. Responsible Staff: All Staff

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

1. Feedback from parents, students and student progress.

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

1. These instructional strategies and activities will take place from September until June each school year.

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

- 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.

**Strategies to Increase Parental Involvement**

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

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 Resource Alignment**

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

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

Title I SWP, Contract for Excellence, Sequester /2010 Consensus Title I SWP

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

**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 noticing+, 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**

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.

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***

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

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

1. To reach this goal, our staff will be utilizing the research-based books The Skillful Teacher by Jon Saphier, 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, Mary Ellen 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.
2. 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.
3. Target Population(s): All EPA Students
4. Staff: All Staff
5. 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.

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

3. Responsible Staff: All Staff are responsible for helping to reach this goal. However, we will be working with a consultant from Generation Next to help provide development, content, planning and instructional support and mentoring services.

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

1. Data collected from weekly tests, unit tests, mock Regents examinations and student work completed in class.
2. Weekly teacher meetings look at student work to assess the level of understanding the students have acquired.

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

1. These instructional strategies and activities will take place from September until June each school year.

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

1. Teachers have common planning time to foster collaboration and share best practices to increase student performance.
2. Students use Achieve 3000 assists students to excel in their ELA skills.
3. After school classes occur to deepen the students' understanding of the content taught and assist in teaching content not mastered in class.
4. Roundabout Theatre will enhance students' learning where students act out.

5. 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 as well as Music Production, Guitar, 2 regents preparations, Basketball, Girls on the Run, Soccer, Track & Field, and a. 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.
6. 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.
7. 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.

**Strategies to Increase Parental Involvement**

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

- 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 SMART goals and explain learning strategies they will use to reach these goals.
- 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.
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**Budget and Resource Alignment**

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

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

Contract for Excellence, Sequester /2010 Consensus Title I SWP, Title I SWP

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

Increase the graduation rate for all cohorts to over 80%

**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.

- While ensuring our students are college and career ready, we are aligning our graduation target with the goal of District 4 as we grow into a high school.

**Instructional Strategies/Activities**

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

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

1. After school program to assist students in mastering material to allow for credits to be earned on-time.

2. Saturday academy for regents exam preparation.
  3. Trimester schedule allows for credits to be earned in a shorter period of time, and a variety of courses for students to take.
  4. Overcoming Obstacles advisory program in place to help set future goals.
- 2. Key personnel and other resources used to implement each strategy/activity**
3. Responsible Staff: All Staff are responsible for helping to reach this goal. However, we will be working with a consultant from Generation Next to help provide development, content, planning and instructional support and mentoring services.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Results from mock regents exams completed throughout the year will give students and staff a realistic idea of how students will perform on end-of-year exams. This will allow teachers to design supports to master content to earn class and exam credit towards graduation.
- 5. Timeline for implementation and completion including start and end dates**
1. These instructional strategies and activities will take place from September until June each school year.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teachers have common meeting time to keep track of student credit accumulation and mock regents' results.
  2. Advisory and after school program is built into weekly schedule.

**Strategies to Increase Parental Involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- 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 SMART goals and explain learning strategies they will use to reach these goals.

**Budget and Resource Alignment**

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

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

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

Contract for Excellence, Sequester /2010 Census Title I SWP, and Title I SWP

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Our goal is to increase parent and form effective partnerships with families that will lead to improving student achievement.
- 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**

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

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

1. 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:
  2. The Common Core Standards of Teaching so parents can assist our scholars at home and help to increase their competency.
  3. 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.
  4. Middle school students will become familiar with high school graduation requirements and begin thinking about the transition to college.
  5. 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.)
  6. 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.
  7. 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.
  8. Students will research these colleges and develop a short list of 8 schools that they will visit and consider applying to.
  9. 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.
  10. 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).
  11. Students will develop their academic/social profile, art portfolio, and learn how to write an effective resume and application essay.
  12. Students will receive college counseling, tutoring and SAT prep classes from The Ivy Key.
  13. Students will follow a timeline/tracking calendar and register for the PSAT, SAT, or ACT as necessary.
  14. 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.

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

15. Guidance counselors: Maria Garcia, Miriam Ayala and Parent Coordinator: Elio Valdez

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

4. The following items will be used to evaluate effectiveness: attendance numbers from parent meetings, feedback and evaluation forms from parents.

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

1. These strategies and activities will take place from September until June each school year.

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

1. 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.
2. 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.

3. 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.

**Strategies to Increase Parental Involvement**

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

- 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 Resource Alignment**

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

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

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### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Balanced Literacy Program, Guided Writing program, Independent Reading Program,	Small group in strategic reading and guided writing, one – to – one in instructional reading, differentiated groups to cater for the ELL population and a reciprocal reading program	During after the school day, after school and Saturday programs.
<b>Mathematics</b>	<p>The following resources are used: Revolution K-12, Singapore Math and Common Core Mathematics – Connect to Math Program.</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</p> <p>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</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>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.</p>		
<b>Science</b>	<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>
<b>Social Studies</b>	<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 Social Studies skills once a week in order to engage in critical thinking which fosters civic awareness. Students</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>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><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></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>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
X Many new teachers hired by Esperanza Preparatory Academy participate in either the Teach for America program or the Teaching Fellows Program. These programs enroll new teachers into a master's degree program which must be completed within five years of being hired by the New York City Department of Education. The master's degree ensures that the teachers are deemed highly qualified by the State of New York. Teachers are also paired with a more senior teacher on staff who offers advice on improving lesson plans and presentation of those plans to their students. They will be working with consultants from Generation Next to help provide development, content, planning and instructional support and mentoring services.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We will be working with consultants from Generation Next to help provide development, content, planning and instructional support to ensure that all students meet Common Core State Standards. Professional textbooks were purchased from Amazon.com and Ingram Book Services as reference guidance on new teaching techniques to support this endeavor. Staff is assigned pages from these texts to read and to share their interpretations of during Friday afternoon faculty meetings. <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

- 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.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Uniforms and school supplies are provided at no cost to Students in Temporary Housing. The Roundabout Theater Company and a Yajaira De Leon, a teacher of peer mediation techniques, were hired to work with students to teach alternate methods of how to deal with negative and angry feelings.

**SWP Schools Only**

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

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

N/A

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

N/A

**TA Schools Only**

**Use of Program Resources**

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

N/A

**TA Coordination with the Regular Program**

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

N/A

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

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

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

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**Parent Involvement Policy (PIP) Template**

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 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 welcomed members of our school community. 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;

Our school'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 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, our school 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.;
- 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;

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;

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>372</b>
School Name <b>Esperanza Preparatory Academy</b>		

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

Principal <b>Wendy Mercedes</b>	Assistant Principal <b>Donna Montaque</b>
Coach <b>Robyn Collins</b>	Coach <b>Zujenis Pico, Math Coach</b>
ESL Teacher <b>Jeanette Marte</b>	Guidance Counselor <b>Miriam Ayala</b>
Teacher/Subject Area <b>Marleny Ramirez/NLA 6-8</b>	Parent <b>Ana Soto</b>
Teacher/Subject Area <b>Claudia Pimentel/FL-NLA HS</b>	Parent Coordinator <b>Elio Valdez</b>
Related Service Provider <b>Rosely Abreu-Hirarte</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Michael Steele</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>4</b>	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>425</b>	Total number of ELLs	<b>134</b>	ELLs as share of total student population (%)	<b>31.53%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)							1	1	1	1	1			5
<b>Freestanding ESL</b>														
self-contained							1	1	1	1	1			5
Push-In							1	1	1	1	1			5
<b>Total</b>	0	0	0	0	0	0	3	3	3	3	3	0	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	91	ELL Students with Disabilities	27
SIFE	20	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	16

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	91	11	12	30		11	16		5	137
ESL	6	2		3	1	2		1	2	9
Total	97	13	12	33	1	13	16	1	7	146

Number of ELLs who have an alternate placement paraprofessional: 12

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish													17	12	23	10	26	15	66	37
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	17	12	23	10	26	15	66	37

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	48	6	20	9					68	15
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	48	6	20	9	0	0	0	0	68	15

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 40      Number of third language speakers: 4

Ethnic breakdown of EPs (Number):

African-American:           Asian:           Hispanic/Latino: 28  
 Native American:           White (Non-Hispanic/Latino):           Other:     

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali									2					2
Urdu										1				1
Arabic									1		2			3
Haitian														0
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	3	3	2	0	0	8

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						7	12	9	15	2				45

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)						3	4	8	16	9				40
Advanced (A)						6	5	6	11	6				34
Total	0	0	0	0	0	16	21	23	42	17	0	0	0	119

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	12				12
6	15	1			16
7	14	1			15
8	32	4			36
NYSAA Bilingual (SWD)				12	12

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	7	3							10
6	9	1	2						12
7	15		3						18
8	22	8	5	4	1				40
NYSAA Bilingual (SWD)							12		12

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		13		9				30
8	11		17		14				42
NYSAA Bilingual (SWD)			1				10		11

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	19			
Integrated Algebra	16		8	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science		3		2
Living Environment	24	12		6
Physics				
Global History and Geography				
US History and Government	18	9	1	
Foreign Language		16		15
Other				
Other				
NYSAA ELA				
NYSAA Mathematics	10		10	
NYSAA Social Studies	12		12	
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)	21	18	10	15	4	1	5	3
Chinese Reading Test								

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At Esperanza Preparatory Academy, we have aligned our assessments for ELL's to the ELA Curriculum, thus preparing them to excel and make smooth transitions with the language acquisition process.

Our English Language Learners are assessed via:

- \* Fountas and Pinnell - Running Records
- \* Achieve 3000, Revolution K-12, MOSL Advance Literacy
- \* In-house clinics using data
- \* Classroom based assessments aligned to ELA and literacy skills with appropriate ELL scaffolds
- \* Rigby Evaluation Programs - Running Records in NLA
- \* We create our own in-house NLA assessments that we also use Interim Assessments
- \* ELL Periodic Assessment

This information is utilized to accurately assess ELL levels and create a clear picture that allows for appropriate instruction and interventions. In addition, data is used to generate a list of patterns and trends that can then be visibly monitored, tracked and addressed. Data is compared, analyzed and discussed in study groups, grade team meetings, inquiry meeting, and professional development sessions. ELA, Math, ESL and all other content area teachers use this data to reinforce skills and interventions. This information is vital to our school as we follow the balanced literacy model and it serves the purpose of designing appropriate lessons that provide scaffolding to meet the needs of all of our learners.

\*\*\* Although in the past, according to ELA data our ELL population made significant gains, this year the numbers have dropped. In grade levels 6, 7, and 8 students that started as beginners, either moved to advanced or dropped from advanced to intermediate. In our 702 Dual Language Class 10/25 students gained between 11 to 20 points. One of our students in this class achieved a level 4 for the first time at EPA. From our 802 class 9/20 students a made significant gains between 5-15 points. We did unfortunately have a segment of our population from 702 & 802 that did decrease in regards to points. By looking at the data we also noticed a trend on the four modalities. Although our long term Ell's are proficient in the Listening and Speaking modality they seem to stagnate in the Reading and Writing modality. They still remained in the Advanced level on those areas. Overall, there is still a lot of progress made by the ELL's moving up though the different levels. There has been a huge increase in the ELL population at EPA and approximately 60% of the school's teachers are new. This is an added challenge. Given this situation, we are currently bringing in new programs for our ELL's such as Revolution K12 and ACHIEVE 3000 in both Spanish and English (in the past it was just in English). Currently, the staff is receiving or will receive professional development in utilizing these programs with the ELL population. We will also implement as a supplementary Singapore Math where visuals and manipulatives are utilized as a way of improving student academic achievement. Saturday academy will also commence in December 2013 where we will utilize "My OWN Reader", an online educational software for Students with Interrupted Former Education and the ELLs population. \*\*\*

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across proficiency levels on the LAB-R reveals that students made a significant drop.  
The data patterns across proficiency levels on the NYSESLAT reveals that we have a large population of Beginners and Intermediate at all grade levels, therefore instruction should be targeted to move these students in all modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The state did not provide a NYSESLAT modality report, therefore not applicable at this moment.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In the Dual language program, there is a pattern of a greater percentage of Beginners. The ELLs are more behind in English as compared to the Spanish language. Based on the results of the ELLs Periodic Assessment, teachers will now create rubrics based on the results, asking scaffolding questions in the classrooms and doing guided reading in the classroom. We also have a balanced literacy program based on student reading levels. We use strategic reading to guide students through close reading of the text. Other protocols for

the ELLs is strategic reading as well as teacher conducting read alouds in order to for the ELLs to hear syntax and sound of language. There is a focus on comprehension skills and strategies. We use Achieve 3000 which also speaks the article to the ELLs, which reinforces the listening and syntax recognition. We do guided reading in small groups for intervention for ELLs. We focus on independent reading and choral reading for ELLs. We have a deep focus on vocabulary including site words and academics.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We at EPA strive for full engagement at the early intervention phase of RTI. RTI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support—one that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments, the extra supports are removed.

Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.

In order to meet ELLs' needs in an RtI framework, it is important to understand their characteristics as children and learners, and to ensure that we view their status as language learners as an asset to draw upon as well as a dynamic developmental process that is inextricably tied to learning opportunities. Unfortunately, many educators have misconceptions about language and literacy development, and these false notions can perpetuate a deficit view of ELLs' ability to learn; namely, that it is a problem to be fixed rather than a learning resource. See the Table at the end of this document for some of the common misconceptions about the language learning process for ELL students. In addition to having an understanding of these misconceptions, it is essential for practitioners to investigate their students' educational and linguistic histories. Teachers need to build upon the linguistic capabilities students bring to the classroom and understand where challenges may lie. For example, a Spanish-speaking child struggling with the vocabulary of English school texts might have a well-developed Spanish vocabulary, at least conversationally. With an understanding of this child's linguistic strengths, the teacher could guide the child to use cognates or familiar concepts in Spanish to support her English reading comprehension.

There are many factors that influence the language learning process and corresponding academic development. These include, but are not limited to:

- o familiarity with/and exposure to English
- o degree of proficiency in English and the native language
- o opportunities to learn language(s) and build knowledge (in any language) in school and the community
- o prior schooling experiences
- o whether both languages are being learned at the same time (simultaneous bilingual) or whether one is learned, followed by the other (sequential bilingual)
- o whether the student actively wanted to learn another language (elective bilingual) or had to learn a second language in order to survive (circumstantial bilingual)

Some components of RtI implementation are specific to meeting ELLs' needs, and show promise for supporting ELLs' academic outcomes. In particular, the RtI model should include:

- a systematic process for examining how ELLs' backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in a U.S. classroom
- an opportunity to examine the appropriateness of classroom instruction and the classroom context, based on knowledge of individual student factors
- a regular plan for gathering information through informal and formal assessments
- nondiscriminatory interpretation of all assessment data

All students, including ELLs, are only evaluated for special education when they do not respond to effective and rigorous instruction, or additional intervention that is:

1. provided with increasing intensity
2. culturally and linguistically responsive.

In serving ELLs, the first focus should be on improving the quality of core instruction and making sure that most students have ongoing, high-quality opportunities-to-learn and are succeeding.

When an ELL seems to be struggling, we ask the following questions to devise a plan for the student's improvement:

What is the instruction this child has already received, including in what language, and what were the results?

o We ask this question about all levels of instruction (Tiers 1, 2, and 3).

How can we support the teacher with some new research-based ideas to deliver effective (core/Tier I) instruction?

How can we further adjust the Tier 2 and Tier 3 interventions to help the student overcome his/her difficulties?

How can we partner with the family to benefit teaching and learning

6. How do you make sure that a child's second language development is considered in instructional decisions?

All content area teachers are aware of our ELLs population needs. The culture at EPA reinforces a Gradual Release model for teaching which includes, scaffolded learning and differentiated tasks. All content area teachers have scaffolding based on student needs which have been identified through weekly analysis data. Content based teacher use all methodologies and researched based strategies to enhance the learning experience in the classroom. Teachers also undergo the 7.5 hours of training to ensure that they are aware on how to address their scholars' needs. Content Teachers also implement peer tutoring, peer mentoring, and scholars are trained in using glossary and spanish translated books in the content. In the classroom, there is an extensive library where books are categorized in all lexile levels and varied subject contents. Scholars are also using Achieve 3000 and graphic organizers to build vocabulary.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

a. The English-proficient (EP's) are assessed in the second (target) language using teacher made unit assesstment, Achieve 3000 in Spanish and Running Records in Spanish.

b. The level of language proficiency in the second (target) language for EPs vary depending on the previous expousre they have to the second language. you have at least 60% that are at the beginning and intermedidate levels in Spanish.

c. EP are performing on the bottom half of State and City Assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

At EPA we evaluate the success of our programs for ELLs in their native language throughout the year, through F&P in Spanish, DRE, Achieve 3000 and running record throughout the year. LAB-R in Spanish. ELLs are evalutated in all four modalities of English acquisition throughout the year Listening/Speaking/Reading/Writing.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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, the Dual Language coordinator Laurel Noble. 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. Laurel Noble is a licensed Dual Language Coordinator who administer 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, the the Dual Language coordinator will also administer the Spanish Lab-R 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.

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.

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 explains to the parents that at this moment EPA offers Dual Language and ESL program, 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 accomodated.

Since Esperanza Preparatory Academy opened up 6 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 6th 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 we have 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.

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

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 accomodated.

Since Esperanza Preparatory Academy opened up 6 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 6th 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 we have 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.

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.

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.

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

At EPA, for the speaking section, this portion of the test is administered on a one to one basis during the testing period. The listening, reading and writing is administered by grade division, keeping in mind testing accomodation for all SWD and students with IEP and ELL modifications.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [🔗](#)

After reviewing the Parent's Survey the trend in parents' first program choice has been Dual language. This year, 53 parents have chosen dual language program out of 59 total parents who made choices. 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 we have 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.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 

EPA has a total number of 425 scholars, and 134 of them are ELLs which means 30.95% 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 (ELLs). 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. 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)?
 

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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

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.

\*In middle school and high school we have shifted from fiction to non-fiction texts and argumentative and expository writing.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

ELLs are appropriately evaluated in their native language throughout the year, through F&P in Spanish, DRE, el sol and running record throughout the year. LAB-R in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year  
Listening/Speaking Reading/Writing.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At EPA we differentiate instruction for ELL groups by the following methods:

a) 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 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

At EPA, teachers create rubrics based on the NYSAA results, asking scaffolding questions in the classrooms and doing guided reading in the classroom. We also have a balanced literacy program based on student reading levels. We use stragetec reading to guide students through close reading of the text. Other protocols for the ELLs is strategic reading as well as teahcer conducting read alouds in order to for the ELLs to hear syntax and sound of language. There is a focus on comprehension skills and strategies. We use Achieve 3000 which also speaks the article to the ELLs, which reinformces the listening and syntax recognition. We do guided reading reading in small groups for intervention for ELLs. We focus on independent reading and choral reading for ELLs. We have a deep focus on vocabulary including site words and academics.

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

EPA, is designed to meet the needs of all students, regardless of ELL or SWD classification. Imbedded in our curricula is pre-assessment to identify target areas and skills for our ELL-SWD population population to focus on. This provides the teachers with prior knowledge about the scaffolding they need to incorporate into their curricula before teaching a unit so our students are able to access the information at their level. Our units are designed to connect material to real world experiences and problem-solve in a way that makes information more concrete for our students. we have programed our teachers for push-in model, where students are receiving instruction at a lower teacher-to-student ratio for core subjects due to multiple professionals in the classrooms which addresses needs as per IEP goals for individual students while students are immersed in classroom material.

**Courses Taught in Languages Other than English **

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

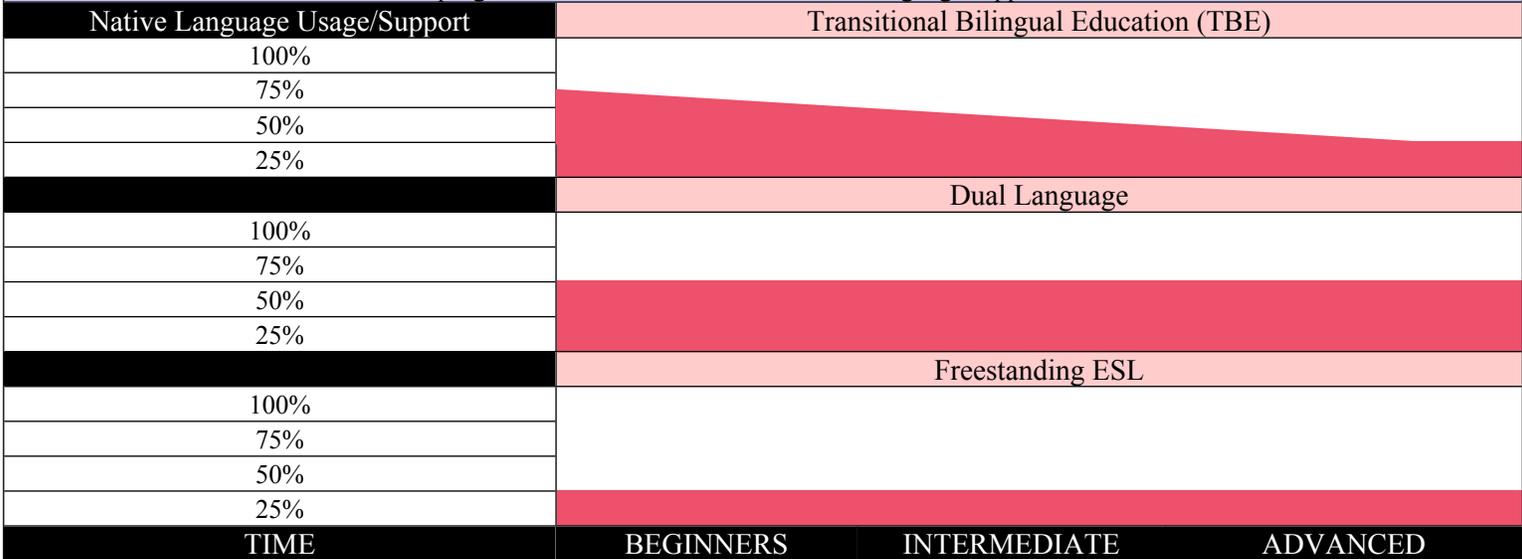
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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 have an opportunity to have a small group session with a mentor to work on organizational skills, adjustment to the school culture that gives them an opportunity to interact with each other in a more relaxed environment. Ells among other students are offered music, art, technology and health as electives. In addition, they are also participants of the afterschool program where they take

photography, dance, track and field, girls on the run, soccer and academics.

We are considering the expansion of our Dual Language Program from middle school to high school. This is a very complex and multi-faceted project that we will begin to implement for the first time at EPA. After much consideration and looking at the lack of high quality options around our area for high school, we understood that there was a need to further develop our Dual Language Program, and what better of doing it than by expanding to high school. This will ensure bi-literate, bi-cultural citizens that will be prepared for college and to compete for the best employment opportunities available in the job market.

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

At EPA, we use weekly analysis of classroom assessment to identify strength and weakness according to the CCLS that are taught in the classroom for the week. We also use Achieve 3000 to measure the reading capacity in both languages (English and Spanish). We use Revolution K-12 to measure the improvements in math. We use unit analysis to identify opportunities to enhance the gaps that scholars that still have. In the ELA classroom we have tests, quizzes, short answers, journals, regents prep, writing using evidence based claims, phonics, building blocks. In the SS classrooms, we have tests, quizzes, short answers, vocabulary word definitions, primary resources, and Spanish/English dictionaries. In the Science classroom, we use weekly unit assessment, participation, homework, evaluation of journals and notebooks. Scholars will be provided with tasks depending on the results of the previous assessment. Scholars do writing activities in their journals based on lab reports in order to reflect on their writing. Scholars are grouped according to their needs and it based on classroom observation, interim assessment, formative and summative assessments. They will conduct lab reports and collect data and during participation, teacher will know who needs more attention and time to complete their assignments.

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

At this time we are not considering any new programs, but enhancing our capacity with our current programs.

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

At this moment, we do not see a need to discontinue any of our programs, but enhance the exposure and time dedicated to the programs and services afforded to ELLs.

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

ELLs are afforded equal access to all school programs, through flyers, invitations and materials distributed in both English and in native languages. At EPA, we have bilingual staff members who coordinate afterschool activities, in both academic and enrichment, which is offered in English and in Spanish.

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

At EPA, we offer Achieve 3000 in Spanish and in English, Running Records in both languages and a diversified library available in all languages and across contents. We have computers/iPads that offer programs that enhance the learning experience in the classroom, including Revolution K-12. We also have textbooks available in English and in native language.

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

In the dual language model, Native language support is delivered through books, articles, and teachers who conduct class in Spanish. We also provide scaffolding in the native language through use of vocabulary building, graphic organizers, and implementation of reading strategies Also delivered in the native language. Quality instruction includes promoting academic rigor through the use of higher-order thinking skills, active reasoning and challenging tasks. Instruction is meaningful and challenging to students and connected to real-life situations, their lives, personal experiences and at the appropriate level. We incorporate all four language skills/modalities (listening, speaking, reading and writing). We introduce grammar in content and focus on academic language and interpreting text while addressing student needs. We incorporate project based learning and extended projects. We use scaffolding techniques by allowing students to activate their prior knowledge and build on it. This in turn, will allow students to make connections between past learning and new concepts.

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

We have a leveled diverse library with books across all content areas. We also have programs like Achieve 3000 which level the materials according to the needs of the student. We also use the Common Core references and resources to guide instruction and scaffold learning to meet the needs.

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

At EPA, for new ELLs, who enroll throughout the school year, we offer a buddy ambassador to guide the student through their

academic schedule. The grade buddy ambassador serves a mentor and resource for the new ELL and as a support through the routines and practices of the school.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

At EPA the instructional model is 50-50 where half of the content area subjects are instructed in Spanish and English. From grade 6th to 10th 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 departmentalized, which means that each subject is taught according to its pacing and units. However, the students make connections between ELA & Social Studies.

## C. Professional Development and Support for School Staff

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

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

During the 2013/2014 year EPA will be conducting full staff professional development sessions on ELLs. The first session, focused on the identification of ELLs in all classes, using NYSESLAT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a “buddy system” by pairing ELLs with non-ELLs in their classrooms.

Prior to the beginning of academic year 2013-2014, EPA Bilingual Team reviewed available data for our incoming 6th grade students. We looked specifically at the elementary school testing history, including NYSESLAT data and ELA scores when applicable. We also review cumulative records and IEPs when applicable.

The second ELLs Professional Development opportunity for Dual Language teachers, is a weekly professional development session which conducted every Fridays afternoon to enhance their instructional strategies targetting their ELL scholars. They are also sent to external professional development for instance, QTEL, MY Access Writing, NLA Instructional Approaches, Instituto Cervantes and so on.

Below are the scheduled conferences for 2013-2014 school year:

9/17/13 NLA Conference

10/4/13 Nuts and Bolts Training: Preparing to Serve ELLs & their families

10/15/13LAP Technical Assistance for Cluster 5

10/28/13LAP Technical Assistance for Cluster 4& 6

12/17/13NLA Curriculum Guide (SNLACG) Workshop

1/9/14 Training NYSITELL Replacement

2/3/14 Lead with Languages “LOTE”

The dual language coach will train teachers to focus on strengthening ELL’s language acquisition in the classroom. Teachers will be given charts to highlight their ELLs’ Areas of Strength and Areas of Concern according to the 2013 NYSESLAT data. Dual language coach will also share her expertise on the strategies for improving students’ vocabulary comprehension through the use of student glossaries. In another professional development content area dual language teachers will discuss the identification and tracking the language development needs of ELLs in monolingual classrooms. At EPA, we will also use literary circle in content area classrooms to deepen the ELLs understanding of non-fiction text. Some bilingual teachers will also shared her experience on the use of conferencing to inform, practice and assess ELLs’ listening skills. The Dual Language coordinator will also facilitate a workshop on the use of the Listening centers for instruction of ELL. Dual language, general, special education teachers, secretaries, guidance counselors, parent coordinator, assisitant principals, literacy and math coaches are provided with biweekly professional development on how to support their ELLs Scholars. Our partnership to Dual Language high schools, allows to pipeline our ELLs scholars into their dual language high school programs. Guidance counselor attends on a regular basis workshops throughout the city and turns key that information to our staff. The guidance counselor and the Dual language coordinator with the the parent coordinator also visit other schools with bilingual or Dual language high schools to look at programs, best practices and share those practices at the school. Eight graders in the Dual Langugae and ESL program are also exposed to visit those high schools with the guidance counselor and the Dual language coach. At EPA our dual language coach, meets bi weekly with non dual language teachers, and guidance counselors for continual support and weekly with bilingual/dual language teachers to mentor effective instructional approaches.

The Guidance Counselor has atteded ongoing professional development at EPA, in Esperanza's Network (CFN 511/521), and from outside independent providers during various workshops and turn key that infromation to our staff. Professional development activities have focused on best practices for instructing ELLs, understanding the social and emotinal needs of ELLs, and how the counselor can support ELL students and their families, by linking them to additional academic and social service resources.

The guidance counselor and the Dual language coordinator with the the parent coordinator also visit other schools with bilingual or Dual language high schools to look at programs, best practices and share those practices at the school. Eight graders in the Dual Langugae and ESL program are also exposed to visit those high schools with the guidance counselor and the Dual language coach. At

EPA our dual language coach, meets bi weekly with non dual language teachers, and guidance counselors for continual support and weekly with bilingual/dual language teachers to mentor effective instructional approaches.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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.

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

We invite parents to send out letters with questions and concerns in order to address their needs. Most parents send us request that they are interested in workshops on how to assist their children with homework, emotional and social issues they are encountering at home. EPA address those needs by setting up workshops to help them maintain a good relationship with their children, help them with assignments and so on. A series of workshops will be developed throughout the course of the year held by our bilingual and dual language social worker. Also, the parent coordinator acts as a liaison between the parents and the school community. He also meets on a regular basis with parents and maintains a very open communication with parents. The parent coordinator address their needs and provides them with guidance when guidance is needed. He is fluent in English and Spanish and maintains good rapport with parents. He also helps by translating written and oral communication. Parents usually feel welcomed and respected by the school population.

Such as:

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

## **E. Additional Information**

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

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name:** \_\_\_\_\_**School DBN:** 372

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wendy Mercedes	Principal		12/16/13
Donna Monaque	Assistant Principal		12/16/13
Elio Valdez	Parent Coordinator		12/16/13
Jeanette Marte	ESL Teacher		12/16/13
Ana Soto	Parent		12/16/13
Marleny Ramirez/NLA 6-8	Teacher/Subject Area		12/16/13
Claudia Pimentel/FL-NLA HS	Teacher/Subject Area		12/16/13
Robyn Collyns	Coach		12/16/13
Zujenis Pico	Coach		12/16/13
Miriam Ayala	Guidance Counselor		12/16/13
Michael Steele	Network Leader		12/16/13
	Other		1/1/01

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

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

DBN: 04M372 School Name: Esperanza Preparatory Academy

Cluster: 521 Network: CUNY

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

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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, paraprofessional, 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
- 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.

The following workshops will be offered to parents:

- September: Informing parents about ELLs and Second Language Acquisition
- October: Citywide Instructional Expectations/Preparing for Parent-Teacher Conferences
- November: Sharing ELL data and instructional methodologies for ELLs
- December: Using Test Taking Strategies at home
- January: Understanding ELLs Promotional Criteria.
- February: Understanding how to support Math instruction at home.
- March: Understanding State Assessments & Preparing your child for NYSELAT

**Part D: Parental Engagement Activities**

- April: Understanding the Social Studies and Science State Test.
- May: Getting Your Child Ready For The NExt.
- 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.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
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>		