

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**04M372**

**School Name:**

**ESPERANZA PREPARATORY ACADEMY**

**Principal:**

**GIULLIANO QUESADA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Esperanza Preparatory Academy School Number (DBN): 04M372  
Grades Served: 6 to 12  
School Address: 240 East 109<sup>th</sup> Street, New York, NY  
Phone Number: 212-772-6507 Fax: 212-277-6717  
School Contact Person: Giulliano Quesada Email Address: [gquesad@schools.nyc.gov](mailto:gquesad@schools.nyc.gov)  
Principal: Giulliano Quesada  
UFT Chapter Leader: Arnulfo Velasquez  
Parents' Association President: Florence Pierson  
SLT Chairperson: Rosely Abreu-Herarte  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Kianna Pitoy, Cesar Cruz  
\_\_\_\_\_

**District Information**

District: 04 Superintendent: Alexandra Estrella  
Superintendent's Office Address: 160 East 120<sup>th</sup> Street, New York, NY 10035  
Superintendent's Email Address: [Aestrel3@schools.nyc.gov](mailto:Aestrel3@schools.nyc.gov)  
Phone Number: 212-348-2873 Fax: 212-348-4107

**Borough Field Support Center (BFSC)**

Manhattan  
BFSC: (1,2,3,4,5,6) Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, Manhattan 10001  
Director's Email Address: [ychu@schools.nyc.gov](mailto:ychu@schools.nyc.gov)  
Phone Number: 646-470-0721 Fax: 212-356-7564

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Giulliano Quesada	*Principal or Designee	
Arnulfo Velasquez	*UFT Chapter Leader or Designee	
Florence Pierson	*PA/PTA President or Designated Co-President	
Sabina Kelley-Awoonor	DC 37 Representative (staff), if applicable	
Melody Walton	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kianna Pitoy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cesar Cruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Andy Rodriguez	CBO Representative, if applicable	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Esperanza Preparatory Academy is a 6-12 College preparation school, with classes from grade 6-11 and will grow to grade 12 in the 2015/2016 school year. The school is located on 109th Street East Harlem in the Tito Puente Education Complex, which it currently shares with two other schools.

The school population comprises of 32% English Language Learners and 32% Special Education students, with 40% of students with Individualized Education Plans. There is a dual language program, Academic Career and Essential Skills program with inclusion students from District 75, which includes instructional support services for some students. The school mission and vision statements speak to the belief that all students have the potential to succeed and to be ready for a college and career. All teachers at the school hold high expectations for scholars regardless of their ability or disability with the belief that all students should have many educational options available to them. The school programs, ethos and philosophy work towards achieving these aims for all students in collaboration with parents and the community.

Professional learning opportunities in the school are closely aligned to the Chancellor's mission and focus pillars. Our school's instructional focus is supporting college and career readiness through evidence based learning, writing, communication and collaboration. Instructional coherence across the school and instructional alignment across the content areas forms the core work of the professional learning team, content and grade level teacher meetings. After school activities further support the social, emotional and academic development of the seventh and tenth grades. Rigorous instruction in a supportive environment is the hallmark of classroom instruction at Esperanza Preparatory Academy.

School structures such as the Head of Department role and teacher grade leaders have been developed to enhance opportunities for all staff members to participate in policy making decisions and to have a voice in the school. Teachers and support staff are recognized through public recognition of their success and dedication in school assemblies and in more personalized feedback in meetings and written feedback from administration. Teachers are also held accountable for their work through data analysis and meetings where student achievement is reviewed and revised to drive targeted teaching interventions.

Areas of growth

For two and a half years our school has embarked on a literacy program which mirrors the Middle School Quality Initiative project in the New York department of Education. A comprehensive literacy program has been developed to address the needs of the student population of EPA, that is, a high percentage of English Language Learners and students with IEPs. The program has focused on improving student's reading, comprehension, decoding and fluency levels to enable them to gain skills required to read high level and complex texts. This has been paired with scaffolded instruction and the development of school based common core units of work. This approach has ensured that students are reading at their instructional level as well as working at and above grade level in a supportive environment. The program has seen steady gains in student achievement scores in the State testing.

The program is being developed to encompass school wide instructional coherence by implementing a school wide practice and understanding of close reading of the text, making claims which are supported by textual evidence. Teachers in all content areas are supporting reading practices by using the skills and strategies which are taught in ELA and history.

Teachers have become more proficient in using data from formative and summative assessments with students to enable targeted interventions with the English Language Learners and IEP students.

Teachers are constantly supported in the development of this pedagogy in professional learning opportunities and collegial discussions around the work.

Areas of improvement-

The work around the development of reading skills across the curriculum needs to be built upon and refined. The strategic reading skills which are taught with a graded reading system will be expanded to be used in history and social studies lessons.

Further professional learning opportunities for staff on differentiated activities specifically targeted to ELL and IEP students will also help to imbed the qualities and strategies of the MSQI project, to ensure more substantial gains in reading and comprehension across all academic areas. Teachers will be reviewing and refining data protocols to specifically design learning opportunities which address the learning needs of the student population.

### 04M372 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11	Total Enrollment	510	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	20	# Music	12	# Drama
# Foreign Language	42	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	106.4%	% Attendance Rate		90.3%
% Free Lunch	92.0%	% Reduced Lunch		3.8%
% Limited English Proficient	32.3%	% Students with Disabilities		32.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		17.5%
% Hispanic or Latino	78.3%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	1.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.05	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	2.6%	Average Teacher Absences (2013-14)		5.29
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4		4.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		18.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	40.3%	Mathematics Performance at levels 3 & 4		29.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	90.6%	% of 2nd year students who earned 10+ credits		95.5%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A mock QR conducted by the Children First Network revealed a need for teachers to appropriately plan for an evidence based argument in the classroom by creating rigorous questions that promotes accountable talk and student to student discussion as well as data that supports grouping and tiers. In addition, teachers must strategically plan scaffolded activities and small group instruction that allows multiple entry points of engagement and meets the needs of ELLs and SWDs.

Currently, there are structures in place, school wide, to support student-centered instruction delineated in the staff handbook (Gradual Release of Responsibility (GRR), Student Led Conferences (SLC), Curriculum and Unit Planning).

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, more than half of the students’ performance will increase one level in the Middle School English Language Arts Examination and in the High School Common Core/Regents ELA.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>At EPA all classes use the Gradual Release of Responsibility (GRR), which is a structure for organizing classroom instruction and a vehicle which allows EPA scholars to become more</p>	<p>All Students</p>	<p>Sept. 2015–Aug 2016</p>	<p>All Staff</p>

<p>engaged and invested in each lesson. This model provides more time for the scholars to read, write, talk and use effective learning strategies to explore and respond to the topics and ideas they are studying. The GRR model provides teachers with strategies for effective content delivery, and also provides consistency for our scholars across content areas. We have also 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. 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.</p> <p>We are also utilizing teacher collaboration that focuses on student work and proficiency through grade data meetings, content area meetings and school-wide meetings. This is being used to plan and assess student activities in order to meet their needs and help the students meet the goals. Co-teaching is being used to decrease the student to teacher ratio and help improve student performance.</p> <p>Engage NY an online program, is used by teachers to create lesson plans in Mathematics.</p> <p>Achieve 3000 is an online program where students practice activities that focuses on skills they need to improve in Literacy and Writing.</p> <p>Students experience close readings of texts facilitated by ELA teachers, participate in Socratic circles, scaffolding text information 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.</p>			
<p>To address the needs of students with disabilities, English language learners, and other high-need student subgroups, their basic English proficiency will be improved by identifying specific weaknesses from the data and implement programs to address them. Parents will be informed of areas of improvements for our English Language Learners and students with disabilities and how they can be supported at home through monthly school-wide workshops. Supplemental services will be provided for our English Language Learners population through a Title III grant which includes conducting workshop for our parents in areas of how to help the students with their homework and conduct ESL</p>	<p>English Language Learners, Students with disabilities</p>	<p>Sept. 2015–Aug 2016</p>	<p>All Staff</p>

<p>classes of for parents. Parents are given information about State exams and Regents on how to support their child at home.</p>			
<p>We plan to increase parent involvement and engagement.</p> <p>In addition to regularly scheduled report cards, progress reports are mailed home every six weeks and teachers also make phone calls homes on a regular basis to keep parent/guardian updated with their child’s progress.</p> <p>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.</p> <p>Workshops are developed for the parents of our scholars. 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.</p> <p>We use Title III Immigrant funds supplemental program to assist our ELL student parent involvement.</p> <p>This program is geared towards increasing parent awareness of requirements and expectations of the New York City School System.</p> <p>The parents of all of our immigrant children will be eligible for this program.</p> <p>Our student population contains immigrant children from Latin America, Middle East and Africa. We provide workshops for the parents in both Spanish and English. These workshops take place afterschool and are given by the staff of our school .</p>	<p>Parents</p>	<p>Sept. 2015–Aug 2016</p>	<p>All Staff</p>
<p>The activities that address the element of trust are:</p> <p>Student led Conferences where the students work with the parents to build independence an take ownership of their grades.</p> <p>Immigrant fund supplemental program where teachers help parents understand the school system.</p> <p>Teacher grade and content area meetings used to plan and assess student activities.</p>	<p>Parents</p> <p>Students</p> <p>Teachers</p>	<p>Sept. 2015–Aug 2016</p>	<p>All staff and students</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

21<sup>st</sup> Century Grant will be utilized to support achievement of the goal. The 21<sup>st</sup> Century grant is being utilized to provide after school tutoring for our students as well as enrichment activities.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

School will partake in periodic assessments offered through our partnership with Schoolnet. Such assessments will be for ELA, Math, Science, Social Studies, Art, Music , Foreign language: Spanish and to measure English language proficiency in ELLs. Assessments will take place in the Fall, Winter and Spring to measure for progress throughout the year.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

An analysis of last year’s school environment survey of Esperanza’s determined that our strengths and weaknesses are as follows:

#### Strengths

- 91% of students were confident that teachers believe that all students can do well in school.
- 93% of students agreed that students with disabilities are included in all school activities.
- 97% of students agreed that substance abuse was not a problem at school.
- 96% of parents believe that their child is safe in school.
- 94% of parents believe that their teachers have a high interest in their child, and are attentive and interested when they discuss their child.
- 90-92% of parents believe that the staff keeps the student on track for college, career, and success after high school and communicates how parents can assist in this endeavor.

#### Areas of Improvement

- Compared to the previous year, 6% fewer students agree that we offer a large enough variety of programs, classes, and activities to keep them engaged in school.
- Compared to the previous year, 7% fewer parents are satisfied with the education their child received last year.
- 62% of the students believe that students treat each other with respect.

An assessment of our status has informed our school community that we should strengthen our:

- Academic choices and rigor
- Social and emotional student’s needs

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the academic school year 2015-2016 there will be an increase of 8% in the number of students who report that students believe that students treat each other with respect as evident in the School Environment Survey by participating in a smaller learning advisory program (HOUSES) for all students.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School comprehensive literacy program in both ELA and Social Studies/History, ACHIEVE 3000, &amp; Differentiated Monday PDs are systems and structures that are in place at EPA to impact change. For example, the ELA department conducts strategic reading twice a week. Strategic reading supports our students building reading comprehension and instructs students on the building blocks of good reading. Teachers also align their activities to the DOK levels (Depth of Knowledge). These strategies would lead to improve performance by students on state exam.</p>	<p>Level 1 and 2 students</p> <p>Students scoring below a 75% in ELA in HS</p> <p>Student ELLs who are not Proficient</p>	<p>September 2015-June 2016</p>	<p>ELA Department</p>
<p>Strategies that are provided to teachers to address the needs of Student With Disability and English Language Learners include but are not limited to: The school wide practice of close reading and re-reading the text, Shared Reading, Read Aloud, differentiated activities based on tiers. Teachers were also provided with a PD on the integration of Cornell note-taking structures to set the college-ready tone in the school. Teachers would use these strategies to have more engaged classroom.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>All departments</p>
<p>At EPA we have monthly school wide parental meeting which teachers take the lead in presenting information on different topics to parents such as ELLS and Special Education information, Parents are also invited to Multi-Cultural Awareness. On this day parents and students are provided with the opportunity to eat with the teachers and get to know each other as well. These interactions with parents would lead to improve teacher's outrage and community knowledge.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator; Heads of Dept.</p>
<p>Administration also sets forth clear expectations for staff through the EPA Faculty Handbook. Highlights of the Week in a memo, and timely feedback from formative classroom walkthroughs. Heads of Department also take the lead in disseminating information and supporting teachers with a department. Decision Making is done collaboratively in Cabinet Meetings</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Administration; Cabinet; Head of Dept.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• ELA Literacy Consultant support Teachers with the Common core standards to plan lessons.</li> <li>• Technology in class to have more students engaged, and different assistive technology for differentiate instruction.</li> <li>• Training Rate Session or Paid Preps for different PDs for teachers to know the rubric of the criteria. Heads of Department would meet with teachers to discuss expectations of the school environment.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Tracking the Data on MOTP (The measure of teachers practice) Data available through Advance: MOSL (the measure of student learning) Student\ teacher Data Analysis To be reviewed by cabinet and administration at the end of each trimester.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Scholar Lead Conferences (SLC) is planned for each trimester. During SLC students present a portfolio that encompasses of their work. They speak to their work in reference to their areas of improvement, their strengths, and their goals and action plan. The 1<sup>st</sup> trimester yielded a total of 319 (62%) parents participated in the SLC’s. Of these parents 103 completed a survey, 95% of the parents expressed the benefits of the SLC’s with their children’s engagement of self-reflection and taking ownership of their work. Parents wish for this engagement to continue. Staff led special interest events and information sessions were provided such as Curriculum Night, Preparation for Senior Year, Meeting with the Principal Evening and High School Application Process. These engagements produced modest participation. The parents which participated provided verbal feedback of feeling welcomed into the building and receiving information with regards to their children’s education. Parents welcomed the opportunity and were pleased with being able to provide their own feedback and concerns which helps direct school leadership.

Community ties are evident in our building with strong daily collaborations with 21<sup>st</sup> Century and Union Settlement. In addition to these daily pieces we also are collaborating with MCNY, Vaughn College, Hotos College Now Program, Round-About Theatre, and Mount Sinai Mental Health Services.

Union Settlement Bridges Program (USBP) has received funding to concentrate their efforts with the middle school after-school expansion. The organization works with 30% of the middle school population. The organization offers an array of options for our scholars. Our scholars are engaging in more than one after-school activity: Book Club, Theme Teams, Spoken Word, Visual Arts, and Legacy Project. USBP is built on a foundation of academic development, social/emotional development, and the cultivation of informed, independent decision makers amongst youth.

21<sup>st</sup> Century is providing daily engagement in our school with our high school scholars. The program is developed to increase after-school engagement with regards to extracurricular activities such as a dance and theatre program, as well as academic enrichment. The program also provides a professional development component with collaboration with staff members. 21<sup>st</sup> Century also will push into some of our classrooms to engage the scholar community with a social development curriculum. Culminating events to showcase scholar learning and will also parent engagement as well as community sites.

EPA has collaborated with the Museum of the City of New York (MCNY) to further develop our college and career readiness vision. 27% of our junior scholars attend a Saturday Program at the museum to increase exposure and preparation of the SAT exam. Scholars also within our Junior cohort are attending Hostos Community College which are engaged with college level courseworks and receiving exposure to an urban college campus. Parent engagement will be increased by offering workshops to our parents on topics such as financial aid and scholarships Parents will also be taken on college tours with their child.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- Increase parent engagement by 30% for each of the focus events held by June 2016 as measured by the School Environmental Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent coordinator and staff members will assist in the collection of parent e-mail addresses to help improve communication in a more effective manner. Mass communication will be sent out in English and Spanish. Parents will receive monthly reports on their child’s progress. A monthly Parent Newsletter and Calendar will be mailed to the parents to inform them of latest EPA updates and events. ESL classes will also be held for the parents through the 21<sup>st</sup> Century Grant. The PTA committee will also involve parents in fundraising events.</p>	<p>Scholar Parents</p>	<p>2015 – 2016 Academic Calendar Year</p>	<p>Parent Coordinator and Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• CBO partnerships</li> <li>• Dedicated space to support CBO</li> </ul> <p>Common planning time for CBO and school collaboration.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Review the program effectiveness with school leadership in December 2015, February and April 2016

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 
- A Mock QR conducted by the network found that the school presently supports inquiry-based teams on the grade and content level that participate in structured professional collaboration. These teacher teams are involved in discussions concerning instructional shifts, use of the inquiry process, and the reviewing of student data. There is clear evidence of distributive leadership in the work of the teams through facilitation of meetings by teacher leaders.
  - In addition, team leaders are part of the cabinet and provide a link between teachers and administration which serves to build capacity among and create a culture where teachers are part of the development and improvement of the instructional process.
  - On the other hand, while teacher teams are meeting on a consistent basis the outcomes are limited. The tuning protocol currently used only requires teams to look at the work of one student which does not provide adequate data to support trends and patterns that can affect instruction across grades and content areas. Therefore, one of our needs is to ensure the focus and scope of meetings is broad enough to include a group of students.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016,

- 70% of the Developing teachers would move to Effective rating on MOTP (60 %).

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School comprehensive literacy program in both ELA and Social Studies/History, ACHIEVE 3000, &amp; Differentiated Monday PDs are systems and structures that are in place at EPA to impact change. For example, the ELA department conducts strategic reading twice a week. Strategic reading supports our students building reading comprehension and instructs students on the building blocks of good reading. Teachers also align their activities to the DOK levels (Depth of Knowledge). These strategies would lead to improve performance by students on state exam.</p>	<p>Level 1 and 2 students</p> <p>Students scoring below a 75% in ELA in HS</p> <p>Student ELLs who are not Proficient</p>	<p>September 2015-June 2016</p>	<p>ELA Department</p>
<p>Strategies that are provided to teachers to address the needs of Student With Disability and English Language Learners include but are not limited to: The school wide practice of close reading and re-reading the text, Shared Reading, Read Aloud, differentiated activities based on tiers. Teachers were also provided with a PD on the integration of Cornell note-taking structures to set the college-ready tone in the school. Teachers would use these strategies to have more engaged classroom.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>All Departments</p>
<p>At EPA we have monthly school wide parental meeting which teachers take the lead in presenting information on different topics to parents such as ELLS and Special Education information, Parents are also invited to Multi-Cultural Awareness. On this day parents and students are provided with the opportunity to eat with the teachers and get to know each other as well. These interactions with parents would lead to improve teacher's outrage and community knowledge.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator; Heads of Dept.</p>
<p>Administration also sets forth clear expectations for staff through the EPA Faculty Handbook. Highlights of the Week in a memo, and timely feedback from formative classroom walkthroughs. Heads of Department also take the lead in disseminating information and supporting teachers with a department. Decision Making is done collaboratively in Cabinet Meetings.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Administration; Cabinet; Head of Dept.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• ELA Literacy Consultant support teachers with the Common core standards to plan lessons.</li> <li>• Technology in class to have more students engaged, and different assistive technology for differentiate instruction.</li> <li>• Training Rate Session or Paid Preps for different PDs for teachers to know the rubric of the criteria. Heads of Department would meet with teachers to discuss expectations of the school environment.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Tracking the Data on MOTP (The measure of teachers practice) Data available through Advance: MOSL (the measure of student learning) Student\ teacher Data Analysis To be reviewed by cabinet and administration at the end of each trimester.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Scholar Lead Conferences (SLC) is planned for each trimester. During SLC students present a portfolio that encompasses of their work. They speak to their work in reference to their areas of improvement, their strengths, and their goals and action plan. The 1<sup>st</sup> trimester yielded a total of 319 (62%) parents participated in the SLC’s. Of these parents 103 completed a survey, 95% of the parents expressed the benefits of the SLC’s with their children’s engagement of self-reflection and taking ownership of their work. Parents wish for this engagement to continue. Staff led special interest events and information sessions were provided such as Curriculum Night, Preparation for Senior Year, Meeting with the Principal Evening and High School Application Process. These engagements produced modest participation. The parents which participated provided verbal feedback of feeling welcomed into the building and receiving information with regards to their children’s education. Parents welcomed the opportunity and were pleased with being able to provide their own feedback and concerns which helps direct school leadership.

Community ties are evident in our building with strong daily collaborations with 21<sup>st</sup> Century and Union Settlement. In addition to these daily pieces we also are collaborating with MCNY, Vaughn College, Hotos College Now Program, Round-About Theatre, and Mount Sinai Mental Health Services.

Union Settlement Bridges Program (USBP) has received funding to concentrate their efforts with the middle school after-school expansion. The organization works with 30% of the middle school population. The organization offers an array of options for our scholars. Our scholars are engaging in more than one after-school activity: Book Club, Theme Teams, Spoken Word, Visual Arts, and Legacy Project. USBP is built on a foundation of academic development, social/emotional development, and the cultivation of informed, independent decision makers amongst youth.

21<sup>st</sup> Century is providing daily engagement in our school with our high school scholars. The program is developed to increase after-school engagement with regards to extracurricular activities such as a dance and theatre program, as well as academic enrichment. The program also provides a professional development component with collaboration with staff members. 21<sup>st</sup> Century also will push into some of our classrooms to engage the scholar community with a social development curriculum. Culminating events to showcase scholar learning and will also parent engagement as well as community sites.

EPA has collaborated with the Museum of the City of New York (MCNY) to further develop our college and career readiness vision. 27% of our junior scholars attend a Saturday Program at the museum to increase exposure and preparation of the SAT exam. Scholars also within our Junior cohort are attending Hostos Community College which are engaged with college level courseworks and receiving exposure to an urban college campus. Parent engagement will be increased by offering workshops to our parents on topics such as financial aid and scholarships Parents will also be taken on college tours with their child.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- Increase parent engagement by 30% for each of the focus events held by June 2016 as measured by the School Environmental Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent coordinator and staff members will assist in the collection of parent e-mail addresses to help improve communication in a more effective manner. Mass communication will be sent out in English and Spanish. Parents will receive monthly reports on their child’s progress. A monthly Parent Newsletter and Calendar will be mailed to the parents to inform them of latest EPA updates and events. ESL classes will also be held for the parents through the 21<sup>st</sup> Century Grant. The PTA committee will also involve parents in fundraising events.</p>	<p>Scholar Parents</p>	<p>2015 – 2016 Academic Calendar Year</p>	<p>Parent Coordinator and Administration</p>
<p>An increase in parent engagement will be developed through collaborative school-wide efforts. Teachers can assist with reminders of event updates during their allocated afterschool parent engagement time. Advertisement of events will be announced via the school phone master and will posted on the entry way monitors.</p>	<p>Scholar Parents</p>	<p>2015 – 2016 Academic Calendar Year</p>	<p>Parent Coordinator and Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>																						
<p>Work in progress. Currently meeting with members of school Cabinet, Instructional Team and SLT to devise a CEP that is inclusive of 6 elements of Framework for Great Schools. As the new principal of Esperanza as of May 18 · 2015, I solely request additional time to allow for the CEP writing process to be one that is inclusive of member of the school and community to devise our Areas of Need, Annual Goal and Action Plan.</p>																						
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>																						
	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>					<p><b>Title II, Part A</b></p>						<p><b>Title III, Part A</b></p>						<p><b>Title III, Immigrant</b></p>
	<p><b>C4E</b></p>		<p><b>21<sup>st</sup> Century Grant</b></p>		<p><b>SIG/SIF</b></p>					<p><b>PTA Funded</b></p>						<p><b>In Kind</b></p>						<p><b>Other</b></p>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	These services are determined by the assessments for last year and this year summative assessments and baseline task. Also the teachers do formative assessment on a day to day basis to create the strategic reading groups and provide more support.	Strategies that are used in ELA are: A. Strategic Reading.  B. Guided writing  c. Independent Reading Program  D. Pull out for low level readings and levels 1-2 in the ELA exams.	These Methods are delivered in small group setting, the instructional Reading to check reading comprehension is provided in one-on-one and tutoring. There are tier differentiated groups to cater for the ELL population at the school.	These services are provided during the school day and after school programs.
<b>Mathematics</b>	These services are determined because many students have indicated that they have architects, doctors, and web developers as career goals. We want to accelerate this to ensure that every student who is capable of being committed and are motivated have the opportunity to pursue their goals. Also the teachers conduct formative assessment on a day to day basis to create the strategic groups for clinics and math intervention support groups	Strategies that are used in Math are: Accelerated Math Programs. Monthly there is a HOUSE meeting to utilize an Impact intervention Workbook, this would be considered an advisory period. Math intervention and focus skill Clinics to work on a skill deficit in which the students are giving a mini lesson to provide extra support on those specific skills.	These methods are delivered in small group setting for the accelerated program, and also for monthly house meetings. This is a Push-in support for the general education classroom where the students would have more one-on-one with a teacher. The Math intervention is both small group and tutoring.	Accelerated Math program, push-in supports, house meetings, and clinics are conducted in the school day After School is for math intervention.

<b>Science</b>	Interventions and adjustment to instruction and the way to provided tutoring are created based on analysis of data after each assessment and using prior year's data. Also the teachers do formative assessment on a day to day basis to create the pre-plan and tier the groups to provide more support.	Strategies that are used in Science are: A. Clinics to work on skills and topics in science or to help more with labs. B. Pre-plan and tier students based on the needs. C. Accelerated science program D. Push-in support for the ELL students.	These methods are delivered in small group setting for the accelerated program, and also for monthly house meetings. This is a Push-in support for the general education classroom where the students would have more one-on-one with a teacher. The Math intervention is both small group and tutoring.	During school day: Accelerated Science program, push-in supports, house meetings, and clinics. After School is for Science intervention.
<b>Social Studies</b>	Interventions and adjustment to instruction and the way to provided tutoring are created based on analysis of data after each assessment and using prior year's data. Also the teachers do formative assessment on a day to day basis to create the clinics and grouping to know if they need more English and content support.	Strategies that are used in Social studies are: A. Strategic Reading. B. Guided writing C. Independent Reading Program D. ESL teacher push-in to Social Studies	These Methods are delivered in small group setting, the instructional Reading to check reading comprehension is provided in one-on-one and tutoring. There are tier differentiated groups to cater for the ELL population at the school.	These services are provided during the school day and after school programs.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Analysis of the at risk students and knowledge of what other factors are affecting them outside of school that may cause a lack of academic interest, behavior problems, or not committed to do class work	Provide necessary counseling services along with assessments, interventions and preventive service for at risk students. Facilitate High School readiness process, college readiness, and establish student awareness of options and opportunities of	Services are provided throughout the school day, either within the Classroom or in the office of the service provider. The providers also perform as needed duties for students who are experiencing crises or require other supports inside	During the school day to provide the services.

		both secondary and post-secondary. Provide outside support or programs for students.	and outside the classroom	
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## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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.
<p>Recruitment from the following areas:</p> <ul style="list-style-type: none"> <li>• City and District Hiring fairs</li> <li>• Teaching Fellows</li> <li>• Math for America</li> <li>• College graduates and interns</li> </ul> <p>We receive Professional Development from:</p> <ul style="list-style-type: none"> <li>• City and District PD offerings</li> <li>• Staff from Corporate partners for online programs</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Strategies include:</p> <ul style="list-style-type: none"> <li>• LitLife professional development</li> <li>• Gradual Release of Responsibility</li> <li>• Creating units aligned to CCSS.</li> <li>• SWD 408 workshops for all teachers and paraprofessionals</li> <li>• Effective teachers mentoring their peers.</li> </ul>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	384,177.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	20,480.00		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,406,706.00		

**<sup>1</sup>Explanation/Background:**

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;

- 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 (SPC) Template**

**The Esperanza Preparatory Academy**, 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 on assessments.

#### **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's 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 to 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.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Esperanza Preparatory Academy</u>	DBN: <u>04M372</u>
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>4</u>

## 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: \_

Rational:

An analysis of the scores for our ELL population on the NYSESLAT, ELA and Math assessments suggests deficiencies in reading and writing. Through the Title III grant, our action plan for this group involves: Differentiating instruction for literacy needs.

Building the English Language skills necessary for success

Zoom in on weaknesses and strengths during academic instruction.

Communicate closely with the parents to monitor their children's progress.

This program targets new arrivals and students identified as SIFE and students from all proficiency levels. The targeted students will be the new incoming students that have been administered the NYSITELL and the Spanish LAB and identified as an ELL, through the home language survey, as well as the current ELLs that through examination of the NYSESLAT data have shown the need to strengthen their reading, writing, listening and speaking skills. We also will be targeting our SIFE population which were identified using the SIFE oral interview questionnaire and the LENS evaluation tool. These students will be sixth grade through eleventh grade ELLs. We will target 50 scholars, two hours a day (2:30pm-4:30pm), two days a week (Wednesday-Thursday) for 25 weeks (50 days) from October 22<sup>nd</sup>, 2014 through May 14<sup>th</sup>, 2015. Our program will involve a certified Bilingual Math teacher for the middle school, who will focus on implementing ELL strategies with a Math vocabulary focus and therefore improve linguistics. Progress will be monitored by administering on going assessments. This assessment will allow us to assess progress and inform instruction. We believe that these additional classes will give the scholars the academic reinforcement that they need to build upon their mathematics abilities, as well as to improve their linguistics. Our math instruction will focus on collaborative work and build scholars problem solving skills. Before the program is initiated scholars will receive a pre-assessment, which will allow us to do skills analysis to inform instruction. Furthermore, to enhance the quality of instruction scholars will use math manipulatives, while developing English vocabulary (math topics will include polygons and fractions). Toward the end of the program we will then administer a post assessment to analyze growth and/or continual areas of concern.

The languages of instruction will be in English and Spanish. There will be one certified ESL Teacher and four content area teachers to provide instruction and guidance. The ESL teacher will push in to each group each day to collaborate with the content area teachers to find out the necessary skills and strategies to bring into focus.

The content areas that will be taught are English, Math, Science and Technology.

The Content Teachers are:

Jeanette Marte – ESL Certified – Teaching ESL

Carmen Rodriguez - Licensed Math 7-12 Bilingual Extension – Teaching Math

Maria Maldonado – Licensed – Science 7-12, Bilingual Extension –Teaching Science

Claudia Pimentel-Licensed- Spanish LOTE -Teaching NLA

Luis Velasquez- Licensed-Technology

The ESL teacher will be giving intensified instruction depending on need to the different level of ELLs.

The Math teacher will be incorporating strategies on how to be successful in math and focusing on math linguistics and vocabulary. The Science teacher will also be incorporating strategies and hands on activities to help assimilate students focusing on Science vocabulary and linguistic. The NLA teacher will be incorporating ESL strategies into the curriculum focusing on the four modules of listening, reading, writing and speaking. The technology teacher will also be infusing ESL strategies and linguistics to

## Part B: Direct Instruction Supplemental Program Information

incorporate technology in language acquisition. The ESL teachers will collaborate with the content area teachers.

For the Middle School Students, the first half hour is spent on using the Achieve 3000 program. The teachers work with the students on the program. After a snack that is provided by the school, the students are broken up into two groups and they rotate between Math and Technology. The ESL teacher will push in to Math on Wednesdays and Technology on Thursdays.

For the High Schools students, the students are broken up into two groups based on their NYSESLAT or NYSITEL score. The first group are students that scored on the Beginner level. The second group are students that scored in the Intermediate and Advanced levels. The groups divide their time between the living environment and ESL classes. The NLA teacher pushes in to each group providing writing support.

Types of materials:

The school has been afforded an online program called Achieve 3000. Achieve 3000 will give resources to the teachers and students to supplement their program. The teachers will also use leveled readers for academic support. We will also use the RIGOR program which is a literacy intervention program through Science content. Both the Achieve 3000 and the RIGOR program come at no cost to the Title III budget. Basic school supplies such as, notebooks, binders, paper and writing implements will be purchased for teacher and student use.

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## 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 from November through May. Professional development ensures that a school's staff have the content, process, knowledge, skills, dispositions, and accountability to help all students achieve high standards. Professional development helps enhance the teacher's ability and facilitate organizational change. On-going professional development opportunities are offered to our teachers in an effort to impact on their instruction. We will ensure that the Jose P. mandates are implemented in our school building and offer the teachers high quality professional development workshops. These workshops will be given by our ESL teacher and any opportunities afforded to them through the Office of English Language Learners.

- Also, other workshops will include teacher training on Achieve 3000 by our Technology teacher. Training using the Achieve 3000 online program on October 8, 2014

Infusing Instructional Rigor through the 5-Step Literacy Routine

- Best Practices and use of Title III resources. Provider- Ms. C. Pimentel Early November

Strategies for teaching ELLs – Provider – Marleny Ramirez – January 2015

Common Core and the ELL student. – Looking for provider – Date TBD

Online tools for ELLS – Provider - Luis Velazquez – Date TBD

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## 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. This year the teachers will use mandated parent engagement time blocks to communicate with parents. The progress reports inform parents about their scholar's progress in the program. Parents write feedback and comments on their children's portfolio every week. Parents complete surveys as to the effectiveness of the program and areas that they like to see covered with their children. This program will use the Scholar Led Conference model that the school is currently using for all scholars. As part of this conference, parents are invited to a meeting with the teachers and students. The scholar then explains to the parent of their progress and of the action plan which has been developed with the collaboration of the scholar to further help their learning. The cultivation of strong family-school partnerships is widely viewed as an essential component of strategies to improve students' educational outcomes. Parent involvement plays an important role in improving students' success in school. The parents in our school have the opportunity to join the Parent - Teacher Association. This association is run by the parents with the assistance of our Parent Coordinator. Several workshops are offered during the year for our parents. During any meeting, translation services are offered to any parent. All parents are informed on a regular basis of their child's progress through written progress reports during any given term and at the end of that term through report cards.

Workshops will be offered specifically to the parents of the Title III scholars. All workshops will be given in both Spanish and English.

These workshops will include:

1) Topic: Helping your child with their schoolwork.

Rationale: Bridging the gap between home and school and overcoming the language barrier

Date: Thursday, December 11, 2014

Time: 3:30pm -4:30pm

Name of Provider: Claudia Pimentel - Program Coordinator

Audience: Parents and guardians of ELLs.

2) Topic 2: Using the Computer as a tool to help your child.

Rationale: Bringing technology to real life situation.

Date: Thursday February 12, 2015

Time: 3:30pm -4:30 pm

Name of Provider: Luis Velazquez

Audience: Parents and guardians of ELLs.

3) Topic 3: Accessing services to community based organizations.

Rationale: Finding resources to enhance your child's education.

Date: April 16, 2015

Time: 3:30pm-4:30pm

Name of Provider: Elio Valdez -Parent Coordinator

Audience: Parents and guardians of ELLs.

These workshops will be provided by the teachers of the Title III program. CBOs will be contacted to provide information and workshops.

Also parents will be invited to special sessions of the program to see their child at work.

The Scholar Led Conferences will be specific to Title III.

**Part D: Parental Engagement Activities**

Title III funds will be used to provide folders, notebooks, refreshments and MetroCards for the parents.

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**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## 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 ENL teacher, and one parent.

Principal <b>Giulliano Quesada</b>	Assistant Principal
Coach	Coach <b>Zujenis Pico, Math Coach</b>
ENL (English as a New Language)/Bilingual Teacher <b>Jeanette Marte</b>	School Counselor <b>William Rubiera</b>
Teacher/Subject Area <b>Claudia Pimentel/FL-HLA HS</b>	Parent <b>Ana Soto</b>
Teacher/Subject Area <b>Maria Maldonado/Science</b>	Parent Coordinator <b>Helen Lara</b>
Related-Service Provider <b>Edward Brady</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Alexandra Estrella</b>	Other (Name and Title) <b>Luis Velazquez/Tech</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>5</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>5</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<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>600</b>	Total number of ELLs	<b>169</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language							1	1	1	1	1	1	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	169	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	31
SIFE	49	Developing ELLs (ELLs receiving service 4-6 years)	70	Long-Term (ELLs receiving service 7 or more years)	45

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	54	42	1	70	2	1	45		29	0
ENL										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE													21		20		23		0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	24		34		31		13		0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>40</u>	Number of students who speak three or more languages: <u>4</u>
--	--

**Freestanding English as a New 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								1						0
Urdu														0
Arabic							1				1		2	0
Haitian														0
French												1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							1	4	5	7	4	4	2	0
<b>Emerging</b> (Low Intermediate)									1	2	2	2	2	0
<b>Transitioning</b> (High Intermediate)									1	2	3	1		0
<b>Expanding</b> (Advanced)							9	7	6	3	6	4	4	0
<b>Commanding</b> (Proficient)								4	1	2	5	6	2	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	2			0
7	14	1			0
8	9	0			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	12		5		1				0
7	16		1						0
8	17		1						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1			
Integrated Algebra/CC Algebra	5	9	1	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science		4	1	
Living Environment	4	11	1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1	1		
Geography				
US History and Government	1	7	1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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,
  - \* Achieve 3000, Castle Learning, MOSL Advance Literacy, iReady
  - \* 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 Assesments
  - \* ELL Periodic Assessment
 Collections and Edge for ELA and ENL  
 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.  
 \*\*\*We need the NYSESLAT results to complete the rest of this question and analyze the data.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 \*\*\*The data patterns across proficiency levels on the LAB-R reveals that students made an improvement.  
 In both the middle school and high school we increased the number Expanding and Commanding Students.  
 The data patterns across proficiency levels on the NYSESLAT reveals that in the Middle School we have a large population of

Beginners and Intermediate, therefore instruction should be targeted to move these students in all modalities. At the High school levels, we will ensure to target the Entering, Emerging and Transitioning students to also move them in all modalities..

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

According to the AMAO, our school met the AMAO 2 Status (achieving proficiency) targets. Our next steps will be to target our Expanding students to move them to Commanding along with targeting the student's writing skills.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 s y s t e m a t i c p r

o c e s s f o r e x a m i n  
i n g h o w E L L s ' b a  
c k g r o u n d s a n d e d  
u c a t i o n a l c o n t e x  
t s ( i . e . , f i r s t  
a n d s e c o n d l a n g u  
a g e p r o f i c i e n c y ,  
e d u c a t i o n a l h i s t  
o r y i n c l u d i n g b i  
l i n g u a l m o d e l s ,  
i m m i g r a t i o n p a t t  
e r n , s o c i o e c o n o m  
i c s t a t u s , a n d c  
u l t u r e ) h a v e a n  
i m p a c t o n t h e i

academic achievement in a U.S. classroom

a n o p p o r t u n i t y  
t o e x a m i n e t h e a  
p p r o p r i a t e n e s s o  
f c l a s s r o o m i n s t  
r u c t i o n a n d t h e  
c l a s s r o o m c o n t e x  
t , b a s e d o n k n o w  
l e d g e o f i n d i v i d  
u a l s t u d e n t f a c t  
o r s

a r e g u l a r p l a n  
f o r g a t h e r i n g i n  
f o r m a t i o n t h r o u g  
h i n f o r m a l a n d f

ormal assessments

n o n d i s c r i m i n a t o  
r y i n t e r p r e t a t i o  
n o f a l l a s s e s s m  
e n t d a t a

A l l s t u d e n t s ,  
i n c l u d i n g E L L s ,  
a r e o n l y e v a l u a t  
e d f o r s p e c i a l e  
d u c a t i o n w h e n t h  
e y d o n o t r e s p o n  
d t o e f f e c t i v e a  
n d r i g o r o u s i n s t  
r u c t i o n , o r a d d i  
t i o n a l i n t e r v e n t  
i o n t h a t i s :

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

l n s e r v i n g E L L  
s , t h e f i r s t f o c  
u s s h o u l d b e o n  
i m p r o v i n g t h e q u  
a l i t y o f c o r e i n  
s t r u c t i o n a n d m a  
k i n g s u r e t h a t m  
o s t s t u d e n t s h a v

e o n g o i n g , h i g h -  
 q u a l i t y o p p o r t u n  
 i t i e s - t o - l e a r n and are  
 succeeding.

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

W h a t i s t h e i n  
 s t r u c t i o n t h a t h i s c  
 h i l d h a s a l r e a d y  
 r e c e i v e d , i n c l u d  
 i n g i n w h a t l a n g  
 u a g e , a n d w h a t w  
 e r e t h e r e s u l t s ?

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

H o w c a n w e s u  
 p p o r t t h e t e a c h e  
 r w i t h s o m e n e w  
 r e s e a r c h - b a s e d i  
 d e a s t o d e l i v e r  
 e f f e c t i v e ( c o r r e /  
 T i e r l ) i n s t r u c t  
 i o n ?

H o w c a n w e f u  
 r t h e r a d j u s t t h e  
 T i e r 2 a n d T i e r  
 3 i n t e r v e n t i o n s  
 t o help the student overcome his/her difficulties?

H o w c a n w e p a  
 r t n e r w i t h t h e f  
 a m i l y t o b e n e f i t  
 t e a c h i n g a n d l e a  
 r n i n g

6. How do you make sure that a student's new 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 target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?
    - a. The English-proficient (EP's) are assessed in the second (target) language using teacher made unit assesment, 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).  
 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.

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 Claudia Pimentel. 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. Claudia Pimentel is a licensed teacher 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process for students who are Newly identified ELLs, and In grades 3 to 9, and At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. The SIFE Identification Process consist of administering the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). The Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

At EPA ELLs who are served by an Individualized Education Program (IEP), an IEP team determines a student’s eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator’s Manual for the test). ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation which are described in the Standard Operating Procedures Manual of the NYC Department of Education. At EPA ELLs with disabilities receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by our Committee for Special Education during IEP meetings.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

At EPA Within 5 school days of ELL determination, our school informs parents either by making appointments to come to school and receive notifications of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters, in the parents’ preferred language. Based on the results, they will get an Entitlement Letter, or a Non-Entitlement Letter. If the student is 18 years or older, the student also receive a copy of the letter. Dated and signed letters are be retained in the student’s cumulative folder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
We determine ELL status, by doing parent orientation meetings, sending parent entitlement/non-entitlement letters along with parent survey within 5 days. We send the entitlement letters of ELL status notification letting parents know the results and that they have the right to appeal the ELL status within 45 days of enrollment. Copies of parent ELL notifications and letters are kept in students' cumulative folders. We provide parents annual and individual meetings to discuss their child's progress.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 accommodated.  
Since Esperanza Preparatory Academy opened up 7 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 7th 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The Parent Surveys and Program Selection forms are completed by the parents at the Orientation process to ensure they return them.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
We provide parents with all the assistance and support they need in order to receive all forms completed.
9. Describe how your school ensures that placement parent notification letters are distributed.  
At the orientation parents receive all the documents needed to complete the process.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
At EPA ELL documentation for each child is kept in their cumulative records and a copy is placed in the ELL binder.
11. 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 accommodation for all SWD and students with IEP and ELL modifications.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
At EPA our school informs parents either by making appointments to come to school and receive notifications of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters, in the parents' preferred language. Based on the results, they will get an Entitlement Letter, or a Non-Entitlement Letter. We provide parents annual and individual meetings to discuss their child's progress.
13. 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? 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 as per Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).  
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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.
  - b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*

EPA has a total number of 600 scholars, and 170 of them are ELLs which means 28.33% 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 school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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 core content is delivered in each program model. 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 home 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 each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

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 administers 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 cross-curricular 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 to 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 paraprofessionals 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, breakfast 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

\*\*\*We haven't identify any as of yet. We have not done this process.

8. 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 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 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

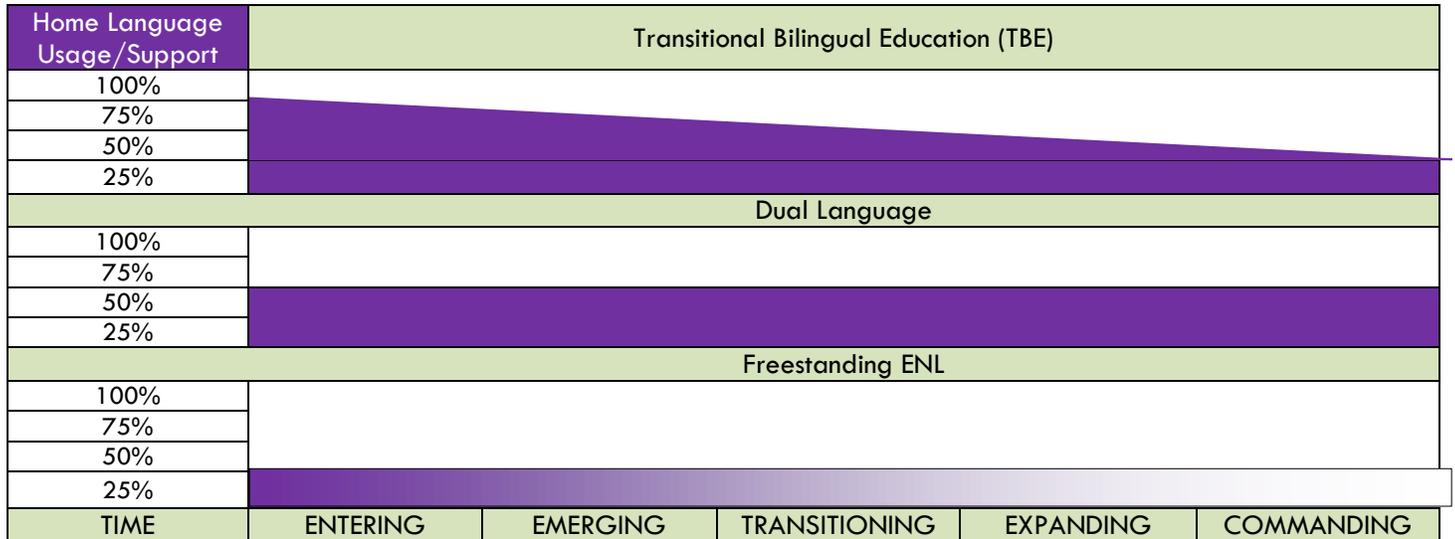


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 intruotional 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.

11. 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 assesment, 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, interiem assesment, 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.
12. What new programs or improvements will be considered for the upcoming school year?  
At this time we are not considering any new programs, but enhacing our capacity with our current programs.
13. 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.
14. 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 afterschol activities, in both academic and enrichment, which is offered in English and in Spanish.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 avaiable 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 availbe in English and in native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
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 though of use of vocabulary building, graphic organizers, and implementation of reding 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. Instructions 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 grammer 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.
17. Explain how the school ensures all required services/resources support and 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 refrences and resources to guide instruction and scaffold learning to meet the needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
At EPA, for new ELLS, who enroll throughout the school year, we offer a buddy ambassador to guide the student though 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.
19. What language electives are offered to ELLs?  
Spanish
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home 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.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL 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 how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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 2015/2016 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 2015-2016, 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.

The scheduled conferences for 2015-2016 school year:

TBA	NLA Conference
TBA	Nuts and Bolts Training: Preparing to Serve ELLs & their families
TBA	LAP Technical Assistance for Cluster 5
TBA	LAP Technical Assistance for Cluster 4& 6
TBA	NLA Curriculum Guide (SNLACG) Workshop
TBA	Training NYSITELL Replacement
TBA	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 2015 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 611), 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.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

**Paste response here:**

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

5. How do you evaluate the needs of the parents?

6. 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 on 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

#### **D. Additional Information**

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

**Paste response here:**

School Name: <b>Esperanza Preparatory Academy</b>		School DBN: <b>372</b>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Giulliano Quesada	Principal		10/1/15
	Assistant Principal		10/1/15
Helen Lara	Parent Coordinator		10/1/15
Jeanette Marte	ENL/Bilingual Teacher		10/1/15
Ana Soto	Parent		10/1/15
Claudia Pimentel	Teacher/Subject Area		10/1/15
Maria Maldonado/Science	Teacher/Subject Area		10/1/15
	Coach		10/1/15
Zujenis Pico	Coach		10/1/15
William Rubiera	School Counselor		10/1/15
Alexandra Estrella	Superintendent		10/1/15
	Borough Field Support Center Staff Member _____		
Luis Velazquez	Other <u>Teacher/Tech</u>		10/1/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **04M372** School Name: **EPA**  
Superintendent: **Alexandra E.**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on the home language survey, ATS information, and information obtained during orientation the school determined that the two languages parents 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: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School staff provides all translations in-house and all documents will be translated before they are sent to the student's home. examples of these documents are :EPA handbook, newsletters, parent-teacher conference announcements, after school program information, Consent forms, Scholar Led Conference documents, overview of student curriculum, etc.,.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

At EPA parents engagement is one of our priorities. We have formal meetings and parents are invited to an orientation before Curriculum Night Conference at the beginning of the year. Throughout the school year, they are invited to our Parent-Teacher conferences and Scholar Led Conferences to discuss scholars academic progress. Informal interactions occur as teachers, attendance teacher, Deans or guidance counselors call parents every Tuesdays during parent engagement time.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

School staff will do all oral interpretations. The assigned LAC at EPA will do the documents translation. 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.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

At EPA we will have individually meetings with ELL parents and the Bilingual Coordinator or Parent Coordinator will provide translation services when needed. Interpretation services will be provided by over the phone interpreters via the Translation and Interpretation Unit when another language other than English and/or Spanish is needed by a LEP parent.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At EPA all staff members will be informed on how to use translation services through the distribution of the T&I Brochure, Language ID Guide, Language Palm Card either at staff meetings or via emails.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will gather feedback from parents on the quality and availability of services by the completion of a parent survey at Scholar Led Conference (SLC) or Parent-Teacher Conference and through our school website. Parents have access to communicate to all EPA staff via email