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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Charter Annual Report**  
**Monday, February 07, 2011**  
**(Last Accepted: Monday, February 07, 2011)**

**Entity:** Esperanza Academy Charter High School  
**Address:** 301 W Hunting Park Ave  
Philadelphia, PA 19140

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** Esperanza Academy Charter High School

**Date of Local Chartering School Board/PDE Approval:** March 13, 2000

**Length of Charter:** 4 years    **Opening Date:** September 2000

**Grade Level:** 9-12    **Hours of Operation:** 7:30 AM - 4:30 PM

**Percentage of Certified Staff:** 93.5%    **Total Instructional Staff:** 60

**Student/Teacher Ratio:** 14:1    **Student Waiting List:** 1059

**Attendance Rate/Percentage:** 90.7%

## Summary Data Part II

Enrollment: 728 Per Pupil Subsidy: Reg. Ed. \$8,087.88 and Special Ed. \$17,658.17

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	33
Hispanic:	693
White (Non-Hispanic):	2
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 80%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 104

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	174	174
Instructional Hours	0	0	0	0	0	1261.50	1261.50

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Esperanza Academy is located in North Philadelphia, a predominantly Latino community. The Academy was established in response to repeated pleas from Latino parents for accessible schools that would better meet the educational needs of their children.

The majority of all students at Esperanza Academy are from the surrounding neighborhood. Approximately 95% of the student body is Latino and the remaining 5% are African American. The average grade reading level of entering students is 6<sup>th</sup> grade. Entering students are equally deficient in basic math skills.

### Mission

*"The Esperanza Academy Charter High School is dedicated to providing a quality education that prepares critically thinking, socially capable, spiritually sensitive, and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21<sup>st</sup> Century"*

### Vision

Esperanza Academy Charter High School is dedicated to providing a quality education that prepares critically thinking, socially capable, spiritually sensitive and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21<sup>st</sup> century. The

Academy is strongly focused on academics and raising student's grade levels in order to achieve proficiency in local, state and national standards. Academic achievement and character development are equally valued. The Academy celebrates and values diversity in race, ethnicity, gender, age, abilities and language.

## **Shared Values**

Esperanza Academy is a college preparatory high school. It is a school where academic excellence is the norm and connection with the greater community a fundamental principal of our mission. The Academy is a school where excellence in instructional design and implementation is practiced. The Academy is committed to eliminating the barriers that have prevented our students reaching their full potential in the classroom and the workplace. The Academy's approach is inclusive whenever possible. All staff work closely with administration and classroom teachers to accomplish this goal. Esperanza Academy is a place where respect for the students and parents is expected on every level.

## **Academic Standards**

The curriculum of Esperanza Academy (EA) is aligned to PA content standards and PSSA anchors. Across the curriculum, all subjects are standards-based. Twenty-eight (28) credits are required to graduate from EA. This exceeds both the local district in which we reside and also the Pennsylvania state requirements. In the 9<sup>th</sup> grade, a heavy emphasis is placed on English Language Arts (ELA) and Mathematics. All students are tested upon entering Esperanza Academy to determine their reading grade levels and basic math skills. All courses have a required writing component. All humanities courses, while being aligned with local and state content and performance standards, are also required to adhere to ELA writing and reading performance standards. Our mathematics and science courses follow the investigative and scientific method approach. The science courses emphasize a conceptual approach to understanding. Current emphasis is placed on inquiry-based teaching to better engage students in critical thinking and more in-depth learning and teaching strategies to promote meaningful learning. By utilizing best educational practices and current, effective instructional pedagogy, students are actively engaged in the learning process. All core subjects have honors courses available. A growing number of Advanced Placement courses are also offered. To monitor student progress in the learning process, all assessments used in each course are constructed to address and determine students in-depth learning and critical thinking skills.

## **Strengths and Challenges**

Esperanza Academy Charter School is dedicated to providing a quality education that prepares critically thinking, socially capable, spiritually sensitive and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21<sup>st</sup> century. The Academy is strongly focused on academics and raising student's grade levels in order to achieve proficiency in local, state and national standards. A 14:1 student to teacher ratio permits individualized attention which greatly assists in tracking students' progress and prompts immediate attention, when necessary. All students are expected to meet proficiency in all areas of English language arts, mathematics, and computer literacy prior to graduation. Esperanza Academy uses a web based student data program called "Edline" that enables teachers, parents and students to have access to weekly reports on all students. The Academy boasts a drop out rate of less than 1% for the 2009-2010 school year. EA's graduation rate is climbing on a yearly basis and is expected to be maintained at a rate well over 95% from June 2009 and forward.

The environment at the academy is stimulating, supportive and disciplined. All students are held to high academic and social standards and have equal opportunity to develop to their greatest

potential as lifelong learners; Academic achievement and character development are equally valued. The Academy celebrates and values diversity in race, ethnicity, gender, age, abilities and language. The majority of all students at Esperanza Academy are from the surrounding neighborhood. Approximately 95% of the student body is Latino and the remaining 5% are African American. The average grade reading level of entering students is 6<sup>th</sup> grade. Entering students are equally deficient in basic math skills.

The curriculum of Esperanza Academy is aligned to PA content standards. Across the curriculum, all subjects are standards-based. All students are tested upon entering Esperanza Academy to determine their reading grade levels and basic math skills. Based on these results, students are placed in one of three existing ELA courses and two levels of entry math classes. The two lower-level ELA courses are designed to advance students' reading levels as efficiently and quickly as possible. The basic skills math class is designed to accelerate students' basic math skills in a semester. With this acceleration, it is hoped that students will be better positioned to succeed throughout the math curriculum.

We will continue to offer three Advanced Placement (AP) courses in 2010-2011: two sections of AP Spanish, one section of AP English Language, and one section of AP Calculus; In 07-08, we offered our first AP course. In keeping with the 08-09 goals, we will continue to offer the most honors sections in Esperanza history.

This summer, we are offering 2 math courses to help students ramp up toward being able to take Calculus their senior year. One group is taking Pre-Calculus to enter AP Calculus in the Fall. Another group of ninth graders is taking Geometry this summer to place them on track to take Algebra 2 their sophomore year, Pre-Calculus their junior year, and then AP Calculus their senior year.

Curricular Majors are a unique aspect to the educational program at EA. Students are able to choose a major at the high school level. These credits are above and beyond the normal core course requirements. Students who choose to major are required to pass 28 credits in order to graduate. Students are assimilated to the Academy in ninth grade and receive extra supports. All current 10th graders will have the opportunity to choose a curricular major from the following:

- Engineering
- Health Sciences
- Technology
- Entrepreneurship
- Teacher education
- Journalism
- Liberal Arts
- Dance
- Drama
- Film
- Instrumental
- Visual Arts
- Vocal

Students continue to apply for dual enrollment courses through Eastern University's Cross Boundaries Program. The course will be offered on Esperanza's Academy's campus.

The 2009-2010 school year was also an exciting one for the ESL department at Esperanza Academy. We are proud to report the following achievements:

- 21 ESL students achieved a score of 'proficient' on the ACCESS exam (the Pennsylvania state exam for ESL students). This is a significant increase from the previous year where 10 students scored proficient.
- 15 ESL students graduated from Esperanza Academy in June 10. Our goal in the 2010-2011 school year is to continue the reduction of failures and drop-outs among our ESL population. In an attempt to reach this goal the following improvements will continue to be fostered in the ESL department for the 2010-2011 school year:
  - All teachers in the department are certified and highly qualified to teach ESL
  - Allotted time for ESL ELA courses was increased from 45 minutes to 90 minutes a day.
  - Instruction time has increased for the beginner and intermediate learners to improve their functional and academic English. This increase was designed to provide more instruction in academic English and thereby improve their performance in their content classes and on the ACCESS exam.
  - An additional course was added to our program of study for our highest level of ESL students. After completing the course work in ESL 3, students can move into a tailored *Genre Studies* English course designed for English language learners. This class will expose students to an array of literature and hone their reading and analytical skills. However, it will also contain a specialized grammar and writing component designed for language learners.
  - Esperanza's greatest challenge continues to be the lack of students scoring proficient on the PSSA. Although the school has made AYP 3 out of 5 years, much work is still left to be done. As a result of this deficiency Esperanza has vigorously worked on ensuring that students move in the right direction. In July of 2009 the institution worked on assuring that the schools course overviews were aligned with PSSA anchors. In addition to reworking the schools course overviews, Esperanza has contracted with an academic coaching company that will work with both the English and Math departments and will continue to do so for the 2010 - 2011 school year. In their fight to increase proficiency on the PSSA Esperanza has also contracted with Study Island to benchmark and detect deficiencies early and specifically. Esperanza is committed to increasing academic proficiency no matter the cost.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

Although Esperanza Academy (EA) made Adequate Yearly Progress (AYP) for the 2009-10 school year, we will continue to analyze ways our curriculum and instructional programming can be augmented to show even better results. To continue to ensure that students are adequately prepared to take the Pennsylvania System of School Assessment (PSSA), teachers will participate in a four part professional development geared towards AYP / PSSA issues. Part one will consist of understanding AYP and PSSA implications. Part two will address the relationship of Standards, Anchors and Curriculum. Part three will speak to issues pertaining to the administering and proctoring of the actual exam. And finally, EA's course overviews will again be screened for alignment with Pennsylvania standards and PSSA anchors. Along with PSSA preparedness, EA is committed to the continual use of Study Island to provide assessment and evaluation of our instructional plan in our Mathematics and English departments. Both departments will receive a modified professional development on how to continue to effectively use the program and monitor student progress. In September students will again be administered a baseline assessment and then tested periodically to assess their progress. In addition to having fresh practical data at our fingertips, students are also tested with an exam that mimics the states standardized assessment. This data will be used to identify specific strengths and areas of academic need. As part of the professional development, teachers will be trained in

using the data to inform their instruction and meet the needs of our diverse student population. It is also worthy to note that due to the reality of academic deficiency with which most students enter EA, the constant attention to and modification of curriculum and instruction occurs on an on-going basis. All student progress plans, usage of teacher observation, surveys, portfolios and other local instruments measuring student progress focus on the ultimate objective of improving student proficiency in reading, writing and mathematics. Moreover EA has rigorous teacher observation schedule in which every teacher is observed at least six times during the school year. The teacher observations are used as a tool to assist teachers in the areas of effective instruction and classroom management. The observations are also used in preparing an effective professional development strategy which in turn positively effect student achievement.

Esperanza Academy remodeled 18,000 square feet for the new arts wing, providing the students of the Academy an opportunity to major in dance, drama, film, visual art, and music. Students also have the freedom to choose from any of these areas as electives. In addition, we are offering electives in journalism, entrepreneurship, technology and teacher education. As part of the plan to address at risk students, EA has implemented two very important programs to assist students in becoming more successful: “EA’s Student Incentive Program” and the “Mentor Program”. The incentive program is design to motivate students to succeed in three specific categories: grades, behavior, and attendance. The Mentor Program is designed to provide support to students through an assigned mentor that will meet with the students weekly to gauge the student’s status and provide direction and support when needed. There continues to be strategies in place to ensure that students receive all of the support they need for academic success such as: frequent testing; placement in appropriate reading program; individual attention; small class size; before and after-school tutoring; frequent parent contact; mandatory tutoring contracts; monitoring programs; administrative intervention; accessible guidance counseling services; attendance policy; zero tolerance policy; dress code; and, after-school programming.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Bailey, Barbara	Department Head	Secondary School Teacher	CEO
Cawood, Scott	Education Specialist	Business Representative	CEO
Colon, Dr. Alice	Psychologist	Ed Specialist - School Psychologist	CEO
Cortes, Rev. Danny	Board Chairperson	Board Member	Board
Gonzalez, Rebeca	Alumni	Board Member	Board Chair
Kelly, F. Michael	Dean of Discipline	Administrator	CEO
Knowles, Pansy	Systems Administrator	Other	CEO
Lucas, Soraya	Director of Guidance	Administrator	CEO
Pierre-Baril, Marguerite	Special Education Coordinator	Administrator	CEO
Rivera, Lucas	AMLA	Business Representative	CEO
Rivera, Lucas	Director of the Arts	Administrator	CEO
Rodriguez, Maritza	Parent	Board Member	Board Chair
Rossi, David	CEO	Other	President
Solivan, David	Director of Student Development	Administrator	CEO
Tellado, Aurelio	Director of Instruction	Administrator	CEO

## Goals, Strategies and Activities

### **Goal: Better utilize the existing SILK Student Information System to provide for timely and accurate reporting and decision-making**

**Description:** Add Goal Statement here..

#### **Strategy: Expand access to all faculty**

**Description:**

#### **Activity: Additional licensing**

**Description:**

##### **Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$75,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Strategy: Integrate swipe system with SILK**

**Description:**

#### **Activity: Middleware development**

**Description:**

##### **Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$18,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Train and provide local support teachers and appropriate support staff**

Description:

**Activity: Contracted services - training**

Description:

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$27,000.00
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**Status:** In Progress — Upcoming

## **Goal: Common Planning Session**

**Description:** Faculty and staff will regularly communicate with their colleagues to share ideas, brainstorm, and problem-solve.

**Strategy: Encourage regular articulation with feeder school personnel**

Description:

**Activity: Email and email services**

Description:

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$6,000.00
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**Status:** In Progress — Upcoming

**Activity: Establish school lists**

**Description:** Establish school lists

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$300.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Establish contacts for shared classroom-to-classroom projects and activities**

**Description:**

**Activity: Purchase video conferencing/distance learning equipment**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$25,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: Develop a 4 year plan with students**

**Description:** Add Goal Statement here..

**Strategy: interacting with high risk students**

**Description:** Becoming intentional about addressing the needs of "at risk students." Administration along with counselors will interview every incoming student to better serve the individual where he/she is lacking. To become aware of issues that may arise due to past history. To better or more accurately place students in appropriate classes. To observe and diagnose cognitive issues that might hamper the student's ability to learn.

**Activity: Addressing "at risk students"**

**Description:** Every student will be given an appointment in which he or she will sit with an administrator and a counselor to discuss expectations and future goals.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 5/14/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: DEVELOP TECHNOLOGICAL LITERACY OF STUDENTS AND STAFF**

**Description:** Use the capabilities provided by our infrastructure to train students and staff in effective ways to integrate technology into their teaching and learning.

### **Strategy: Implement Technological Research Requirements into Every Core Class**

**Description:** In order to allow our students to practice find, evaluating, and analyzing research materials found via the Internet and other technological methods, each core class will require a research component. This will allow students to know where to search for information and practice evaluating and critiquing the credibility of that information.

### **Activity: Install Internet-ready computers in every classroom**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Subscribe to research databases**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$48,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Subscribe to Research Databases**

**Description:** Purchase research databases to provide students with access to information.

#### **Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Integrate Technology Actively into Curriculum and Instruction**

**Description:** Outfit every classroom with multimedia capabilities to augment curriculum and instruction.

### **Activity: Making Global Connections in the History Classroom**

**Description:** Using the Internet and videosharing equipment, Social Studies students can help understand global connections in the classroom by making actual connections with other students in classes around the world.

#### **Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$30,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Purchase Educational Software to Support Curriculum**

**Description:**

#### **Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Purchase educational software to support curriculum and instruction**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$66,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Purchase Smart Boards for each major department in the school, including one for administration**

**Description:** Smart Boards will give teachers another vehicle to reach students with different learning styles.

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$15,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Smart Boards**

**Description:** Purchase a smart board for each department (and one for administration) to support instruction.

**Person Responsible Timeline for Implementation Resources**

Knowles, Pansy	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Using Technology to Support the Arts**

**Description:** Continue to explore website subscriptions and other resources that will help teachers of the arts bring authentic learning opportunities to their students.

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$90,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Web-Based Grading Program**

**Description:** Implement a grading software that will allow teachers to post grades that can be seen online by students and parents.

**Activity: Purchase web-based grading program**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Train parents on how to use web-based grading program to access student grades and monitor their progress**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$3,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Train parents on how to use web-based grading program to access student grades and monitor their progress**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Train staff on web-based grading program**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$1,500.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Train staff on web-based grading program**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Wider Use of eChalk System**

**Description:** EChalk can be used to support learning through more teacher and student use.

**Activity: Teacher Postings on the Website**

**Description:** Every teacher has a webpage dedicated for their class where they can post assignments and important information for students and parents to view. Teachers need to be trained on how to upload information to their webpage.

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$600.00
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**Status:** In Progress — Upcoming

**Goal:** Electronic home/school links will be developed on the web site to provide schedules, messages and other school-based information, classroom displays, curriculum and instruction goals and committees, etc.

**Description:** Add Goal Statement here..

**Strategy:** Assign webmaster to manage, monitor, and refresh web site content

**Description:**

**Activity:** webmaster salary and/or release time

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$180,000.00
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**Status:** In Progress — Upcoming

**Strategy:** Develop web site

**Description:**

**Activity:** Development services

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$30,000.00
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**Status:** In Progress — Upcoming

**Strategy:** Promote web site in all school communication

**Description:**

**Activity:** printing and distribution costs

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$54,000.00
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**Status:** In Progress — Upcoming

**Strategy:** Set up email and web servers

**Description:**

**Activity:** Hardware support contracts

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$198,000.00
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**Status:** In Progress — Upcoming

**Activity:** Purchase server licensing

**Description:**

**Person Responsible Timeline for Implementation Resources**



# Goal: Improving Assessment

**Description:** Through Professional Development and peer coaching we will identify the role of assessment and its ability to enhance instruction.

## Strategy: What role does assessment play

**Description:** Learning when to assess and how to assess is equally as important as what is being assessed. Through Professional Development, teachers, para educators and administrators will learn that assessment is not a stand alone feature of learning. It fits directly into the process of learning and should be considered into the daily and weekly lesson plans.

## Activity: Improving assessment through professional development

**Description:** Professional Development facilitator will instruct teachers on the importance of teacher designed assessments, use of traditional and alternative assessment, the importance of being challenging and fair and the value of planned assessments.

Person Responsible	Timeline for Implementation	Resources
Tellado, Aurelio	Start: 9/5/2009 Finish: 6/5/2014	\$1,500.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	55

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nueva Esperanza Academy Charter High School	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Individual</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional Development facilitator will instruct teachers on the importance of teacher designed assessments, use of traditional and alternative assessment, the importance of being challenging and fair and the value of planned assessments.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or</li> </ul>

- assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Arts &amp; Humanities</li> <li>Civics and Government</li> <li>Environment and Ecology</li> <li>Health, Safety and Physical Education</li> <li>World Languages</li> <li>Mathematics</li> <li>History</li> <li>Economics</li> <li>Geography</li> </ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson</li> </ul> | <ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> </ul> |
|--|--|

- discussions
- Lesson modeling with mentoring

**Status:** In Progress — Upcoming

## **Goal: Increase parental involvement**

**Description:** Have 50% parents come to parent/teacher conferences

### **Strategy: Parental incentives**

**Description:** Offer incentives that will motivate parental involvement. Such incentives might include I-pods, gift certificates and shopping sprees

### **Activity: Reaching parents**

**Description:** Post activities and incentives opportunities in school newsletter and other communication mediums.

#### **Person Responsible Timeline for Implementation Resources**

Tellado, Aurelio	Start: 1/1/2009 Finish: Ongoing	\$2,000.00
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**Status:** In Progress — Upcoming

## **Goal: Increase Reading Proficiency**

**Description:** At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments in 2010.

### **Strategy: NWEA and Study Island**

**Description:** NWEA and Study Island allows teachers and system users to individualize instruction by differentiating lessons on specific skill sets according to performance levels on the assessments.

### **Activity: Teacher Use of NWEA and Study Island**

**Description:** English teachers will log on to the system to view their student scores on one of the four tests administered throughout the year. The site will then allow them to view progress from one test to the next, compare their students' and/or class score with school averages, and then connect to specific lessons targeted at one of three skill levels.

#### **Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$300.00
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**Status:** In Progress — Upcoming

## **Goal: Increasing Home and School Communication**

**Description:** Have 100% of school documents translated into languages dominated by our student population

### **Strategy: Improving parent communication**

**Description:** Contract translation professional agencies

### **Activity: Making translation possible**

**Description:** Post job opportunity for translator in school and out in the community

#### **Person Responsible Timeline for Implementation Resources**

Tellado, Aurelio	Start: 1/1/2009 Finish: Ongoing	\$4,000.00
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**Status:** In Progress — Upcoming

## **Goal: Increasing student productivity**

**Description:** Further develop ongoing incentive programs.

**Strategy: Establish community partners to provide additional rewards for students.**

**Description:** Visiting neighborhood businesses in attempts to gain partnerships that will benefit students and student learning.

**Activity: Accessing community support**

**Description:** Nueva Esperanza will conduct visits of colleges, businesses, and other community institution that will render services to our student population.

**Person Responsible Timeline for Implementation Resources**

Tellado, Aurelio	Start: 1/1/2009 Finish: Ongoing	\$10,000.00
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**Status:** In Progress — Upcoming

## **Goal: INDIVIDUALIZED INSTRUCTION**

**Description:** To individualize instruction and academic programming to cater to the different skills and learning styles of our students. We recognize the varying interests of our students and seek to provide them with authentic opportunities to pursue these interests by majoring in a subject area.

**Strategy: Curricular Majors**

**Description:** Students currently have 13 majors to choose from, in addition to the ability to spread their elective credits freely across areas. If they choose a major, students are exposed to detailed study in that area, including 5 scaffolded courses throughout their academic career. All majors include a technological aspect related to the subject area, and all culminate in a senior experience, including an internship or advanced independent study.

**Activity: Integrate technology into all curricular majors**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$42,000.00
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**Status:** In Progress — Upcoming

## Goal: Instructional Techniques

**Description:** Defining and applying characteristics of instruction techniques which must be followed in order to assist in the creation of an effective instructional identity.

### Strategy: Building characteristics of effective instruction

**Description:** Through Professional Development, teachers, Para educators and administrators will learn, embody and embrace five characteristics that will enhance instruction and produce positive academic results. The five characteristics include Vocabulary Development, Technology, Textbooks, Formal Instruction and Cooperative learning.

### Activity: Professional Development on sound characteristics of effective instruction

**Description:** Through Professional Development teachers will understand the importance of making vocabulary acquisition fun and not the most boring and mechanical aspect of classroom learning, that the use of technology must be seen as having multiple benefits, that the teacher is the authority on the subject within each curricular area and the role of a textbook is that of support, that while the school desires to perform well at all times, the school will not sacrifice quality instruction for the teaching of content related only to student performance on standardized tests and that cooperative learning strategies are encouraged because such strategies that develop from the cognitive interaction approach place students in partnerships, groups and teams that benefit all.

Person Responsible	Timeline for Implementation	Resources
Tellado, Aurelio	Start: 9/7/2009 Finish: 6/5/2014	\$1,500.00

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	55
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nueva Esperanza Academy Charter High School	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Individual</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Through Professional Development		<i>For classroom teachers, school</i>

teachers will understand the importance of making vocabulary acquisition fun and engaging. The use of technology must be seen as having multiple benefits. The teacher is the authority on the subject within each curricular area and the role of a textbook is that of support. While the school desires to perform well at all times, the school will not sacrifice quality instruction for the teaching of content related only to student performance on standardized tests. Cooperative learning strategies are encouraged because such strategies that develop from the cognitive interaction approach place students in partnerships, groups and teams that benefit all.

*counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> </ul>

- History
- Economics
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>

**Status:** In Progress — Upcoming

## **Goal: Intentional Differentiated Instruction**

**Description:** Establish yearly goals to improve student outcomes at all grade levels and with all styles of learners

**Strategy: Establish performance range for PSSA and additional standardized tests**

**Description:**

**Activity: Decrease the overall % of students rated as below basics in PSSA Scores**

**Description:** Professional Development to address PSSA Anchors and Standards

### **Person Responsible Timeline for Implementation Resources**

Tellado, Aurelio	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Have 95% of high school juniors take the PSSA**

**Description:** Professional Development to address PSSA Anchors and Standards

**Person Responsible Timeline for Implementation Resources**

Tellado, Aurelio	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Have annual expectations of over 90% of graduates gain acceptance into institutions of higher education**

**Description:** Professional Development to address PSSA Anchors and Standards

**Person Responsible Timeline for Implementation Resources**

Tellado, Aurelio	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Increase the overall % of students obtaining proficiency in PSSA scores by 10% each year.**

**Description:** Professional Development to address PSSA Anchors and Standards

**Person Responsible Timeline for Implementation Resources**

Tellado, Aurelio	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: Intra-School Communications**

**Description:** Intra-school communications will rely less on paper and transition predominantly to the school's intranet and e-mail systems.

**Strategy:** Calendars, schedules, and appointments will be distributed via email and posted to the web

**Description:**

**Activity:** Purchase calendaring tools

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$15,000.00
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**Status:** In Progress — Upcoming

**Strategy:** Classroom requests for action (i.e. materials requests, class scheduling, appointments) will be done online via email and/or electronic forms

**Description:**

**Activity:** Create and/or purchase electronic forms and/or develop online form processing

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$51,000.00
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**Status:** In Progress — Upcoming

**Strategy:** Electronic communications will be archived for future reference

**Description:**

**Activity: Purchase and manage archival back up mechanisms**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$25,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Regular voice communication technologies will be used to maximize communication efforts**

**Description:**

**Activity: Regular & Long Distance Services - land line and cellular**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$234,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: MATHEMATICS**

**Description:** At least 52.33% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Strategy: To use NWEA to assess and promote academic excellence through tutorial and internet access**

**Description:** NWEA allows teachers and system users to individualize instruction by differentiating lessons on specific skill sets according to performance levels on the assessments.

**Activity: Teacher Use of NWEA and Study Island**

**Description:** Math teachers will log on to the system to view their student scores on one of the

four tests administered throughout the year. The site will then allow them to view progress from one test to the next, compare their students' and/or class score with school averages, and then connect to specific lessons targeted at one of three skill levels.

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$1,650.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Parent Communication**

**Description:** Administration, faculty and staff will regularly communicate with students and their guardians using electronic communication where appropriate. Paper sent to home will be generated and archived electronically

### **Strategy: Communication**

**Description:** Student grade reports will be posted on the internet. On this same sight parents can interact with their child's teacher via email. The internet will also be used to post important dates and expectations.

### **Activity: Purchase web-based grading program**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Monitor school/classroom/home communication for timeliness and effectiveness**

**Description:**

### **Activity: Subscribe and/or purchase log monitoring software/services**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$45,000.00
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**Status:** In Progress — Upcoming

**Activity:** Use management software to set up communications tracking and effectiveness

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$21,000.00
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**Status:** In Progress — Upcoming

**Strategy:** Promote use of email and web as avenues of communication at meetings and in flyers

**Description:** Electronic home/school links will be developed on the web site to provide schedules, messages and other school-based information, classroom displays, curriculum and instruction goals and committees, etc.

**Activity:** School / Parent Web communication

**Description:** Higher an individual that will maintain, post and tailor the school's sight for practical and manageable usage.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/9/2007 Finish: Ongoing	\$5,000.00
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**Status:** In Progress — Upcoming

**Activity:** Train parents on how to use web-based grading program to access student grades and monitor their progress

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Set up telephone call back system to notify guardians of student lateness and/or absences**

**Description:**

**Activity: Purchase phone callback system that integrates with SIS**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$55,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Producing Effective, Structured and Consistent lessons**

**Description:** Through Professional Development, teachers, para educators and administrators will learn what needs to be done before, during and after lessons in order to produce learning that is efficient, effective and evolving. Staff will learn and understand why structured learning begins with the teacher and what he/she consistently does and does not. Components such as the Emphasis on hiring and development, Pre-developed expectations and Curricular foundations for teachers will be discussed and flesh out. In addition, the purpose of lesson planning as an instructional tool will be discussed with an emphasis on the construction of effective lesson plans.

**Strategy: Developing teachers ability to produce structured learning and lesson planning**

**Description:** Through Professional Development, teachers, para educators and administrators will learn what needs to be done before, during and after lessons in order to produce learning that is efficient, effective and evolving. Staff will learn and understand why structured learning begins with the teacher and what he/she consistently does and does not. Components such as the

Emphasis on hiring and development, Pre-developed expectations and Curricular foundations for teachers will be discussed and flesh out. In addition, the purpose of lesson planning as an instructional tool will be discussed with an emphasis on the construction of effective lesson plans.

### **Activity: Developing structured learning and lesson plans through professional development**

**Description:** Through Professional Development, teachers, para educators and administrators will learn what needs to be done before, during and after lessons in order to produce learning that is efficient, effective and evolving. Staff will learn and understand why structured learning begins with the teacher and what he/she consistently does and does not do. Components such as the Emphasis on hiring and development, Pre-developed expectations and Curricular foundations for teachers will be discussed and flesh out. In addition, the purpose of lesson planning as an instructional tool will be discussed with an emphasis on the construction of effective lesson plans.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Tellado, Aurelio	Start: 8/31/2009 Finish: 8/31/2009	\$1,500.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2.00	5	55
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Esperanza Academy Charter High School	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Individual</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<p>Teachers will learn how to design and establish a classroom that is safe, functional and motivates the student to be engaged in the learning process. The room should be kept neat and in order throughout the day.</p> <p>Teachers will learn that procedures of class management and rules of conduct should be established by every teacher. These should be taught to the students at the beginning of the year. The teacher must also maintain control of the classroom in order to provide a safe learning environment. Be familiar with the rules and policies of Esperanza Academy. Enforce all rules without exceptions or reservations. Enforce</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

these policies with an attitude of care, maintaining composure with students and parents in all situations. Teachers will learn how to design units of study that are aligned with state standards and the scope and sequence of the school. Each unit should support individual lessons that have clear and measurable objectives. Each teacher is expected to have mastery of the content that they teach. The teacher is to accept the responsibility of being a life long learner who wants to continue to develop and grow. Teachers will also learn why Esperanza Academy expects the teacher to engage students in the learning process so that the experience of learning is active not passive. Students are to be developed into critical thinkers not just responding to information. Teachers will learn that lessons are to feature a variety of effective instructional design and methodology. Teachers are to design and deliver instruction that is able to meet differential learners in the class. Teachers will be asked to work in connection with instructional support staff to accommodate students with diagnosed struggles. Teachers will learn how to create multiple forms of assessment in order to allow for learning that reflects modes of learning and is particular to the content that was given in class. Accurate record keeping of all work and timely grading are expected to be the norm. Teachers will also learn the importance of creating a professional development plan in order to grow and to stay in compliance with demands of certification.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and</li> </ul>

- Physical Education
- World Languages
- Mathematics
- History
- Economics
- Geography

**Follow-up Activities**

**Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul> |
|--|---|

**Status:** In Progress — Overdue

## **Goal: PROGRESS MONITORING**

**Description:** In order to better serve our students, we need an instrument to gauge their current level and measure their progress throughout the year and their career at Esperanza Academy.

### **Strategy: Study Island**

**Description:** Study Island has been purchased this year to obtain, monitor, and analyze student data to aid in daily differentiation of instruction, measure student progress over time, and prepare students for proficiency on the PSSA.

### **Activity: Teacher Use of Study Island**

**Description:** English teachers will log on to the system to view their student scores on one of the four tests administered throughout the year. The site will then allow them to view progress from one test to the next, compare their students' and/or class score with school averages, and then connect to specific lessons targeted at one of three skill levels.

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Quality Education**

**Description:** Identifying quality education

### **Strategy: Professional Development**

**Description:** Professional Education on creating a quality education that contains a purposeful design, action step, measurable goals, obtainable goals, that is organized, consistent and contain annual accomplishments.

### **Activity: All staff PD**

**Description:** Administration provides Professional Development to all staff on the creation and identification of quality education

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Tellado, Aurelio	Start: 9/1/2009 Finish: 6/5/2014	\$1,500.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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2.00	4	60
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Nueva Esperanza Academy Charter High School	• School Entity	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Designed to Accomplish Practices</b>
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Esperanza's instructional staff will be able to design purposeful steps to achieving quality education. They will understand that successful education is a process that starts defined steps by multiple stakeholders. They will understand that every part of education ought to be measurable and accountable. Goals should be

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given

measurable, accountable and obtainable. Quality education must have an organized approach. Quality education must be consistent. Lastly, staff will understand the need for setting and bringing annual accomplishments to fruition.

to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Economics</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with</li> </ul> | <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• KAPLAN (Standardized assessment)</li> </ul> |
|---|---|

- mentoring
- Differen Instruction

**Status:** In Progress — Upcoming

## **Goal: School Messenger**

**Description:** Automate attendance by integrating student ID technology with modified processes that best interact with the SIS, regular patterns of behaviors and available human resources.

**Strategy: Develop procedures to create, distribute and replace Student digital ID cards**

**Description:**

**Activity: Staffing**

**Description:**

### **Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$225,000.00
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**Status:** In Progress — Upcoming

**Strategy: Develop processes to use technology to meet goals in a simple, fluid manner**

**Description:**

**Activity: Purchase project management software for tracking and reporting**

**Description:**

### **Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$2,000.00
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**Status:** In Progress — Upcoming

**Strategy:** Identify cost effective measures to meet burgeoning needs to maintain an up-to-the-minute record of student attendance and tardiness

Description:

**Activity:** Purchase swipe system and consumables

Description:

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$80,000.00
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**Status:** In Progress — Upcoming

## **Goal: Strategic Academic Planning**

**Description:** The pursuit of a quality education through an instructional design guide that is a well developed and purposefully aimed venture in the school

**Strategy:** Emphasis on administration

Description:

**Activity:** Leadership training

**Description:** Every year leadership will set aside a block of time to reflect, evaluate and change areas of leading so as to develop further the leader and the institution.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Tellado, Aurelio	Start: 7/9/2007 Finish: 6/30/2016	-

  

<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
8.00	3	10

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Esperanza Academy Charter High School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Curriculum, instruction and assessment enrichment, PSSA comprehension and leadership development.		<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Science and Technology</li> <li>Arts &amp; Humanities</li> <li>Civics and Government</li> <li>Environment and Ecology</li> <li>Health, Safety and Physical Education</li> <li>World Languages</li> <li>Mathematics</li> <li>History</li> <li>Career Education and Work</li> <li>Economics</li> <li>Family and Consumer Sciences</li> <li>Geography</li> </ul>

Follow-up Activities	Evaluation Methods
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<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Participant survey</li> <li>Review of written reports summarizing instructional</li> </ul>
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- involvement of administrator and/or peers
- activity
- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions

**Status:** In Progress — Upcoming

## **Goal: Strategic Academic Planning**

**Description:** Administration will facilitate the creation of a quality education through an instructional design that is well developed and is purposefully aimed at our school.

### **Strategy: Professional Development for administration**

**Description:** Through a private educational consultant, administration will receive Professional Development on the role of leadership in creating an instructional designed guided that will render quality education.

### **Activity: Professional Development on the role of leadership**

**Description:** Understanding that the instructional responsibility of leadership begins with the hiring stage, initiation of teachers, PD of teachers, mentoring of teachers, Evaluation and Observation of teachers and the creation of a unified instruction that results in quality education for all students. In addition, administration will also learn the importance of course overviews, meeting state requirements, establishing objectives, supervising selection of texts and materials and the role of assessments and homework.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Tellado, Aurelio	Start: 9/7/2009 Finish: 6/5/2014	\$1,500.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2.00	5	55
<b>Organization or Institution</b>	<b>Type of Provider</b>	<b>Provider's Department of Education</b>

Name		Approval Status
Scott Cawood / Nueva Esperanza Academy Charter High School	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Individual</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical</li> </ul>

- Education
- World Languages
- Mathematics
- History
- Economics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized student assessment data other than the PSSA</li> <li>• Participant survey</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

**Status:** In Progress — Upcoming

## **Goal: Students will meet National Educational Technology Standards (ISTE) and ITEA standards for each grade level**

**Description:** Add Goal Statement here..

**Strategy: Students will communicate effectively through a variety of appropriate technologies/media.**

**Description:**

**Activity: eMail and web hosting services**

**Description:**

### **Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$81,000.00
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**Status:** In Progress — Upcoming

**Strategy:** Students will demonstrate a basic understanding of computer technology and software operations

Description:

**Activity:** Access to a variety of productivity tools (software/hardware)

Description: Access to a variety of productivity tools (software/hardware)

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/5/2009 Finish: 1/6/2014	\$15,000.00
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Status: In Progress — Upcoming

**Strategy:** Teachers and students will use technology to identify resources and locate information. And further utilize problem-solving skills and technology toward the creation of knowledge

Description:

**Activity:** Access to Internet and Web-based resources

Description:

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$36,000.00
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Status: In Progress — Upcoming

**Activity:** Contracted professional services - PD

Description:

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$15,000.00
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**Status:** In Progress — Upcoming

**Goal:** Technology will be integrated into all aspects of school management and administration.

**Description:** Add Goal Statement here..

**Strategy:** Teachers will be trained to use these resources to maximize their efficiency in performing non-instructional tasks.

**Description:**

**Activity:** Conduct site turn-around-training and local support

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$6,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity:** Purchase training from exLogica (SILK)

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$6,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy:** To ensure that no student "falls between the cracks", student progress will be tracked on a weekly basis, and immediate corrective action will be taken as necessary.

**Description:**

**Activity:** Purchase additional SILK modules

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$20,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal:** Technology will be integrated into all aspects of the Academy, including classroom instruction and student learning

**Description:** Add Goal Statement here..

**Strategy:** Students will have access to networked computers and a rich variety of media and digital resources, to work effectively and independently while gathering information, solving problems, and communicating with others in the pursuit of academic excellence.

**Description:**

**Activity:** Access to Internet

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$108,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Upgrade and build out network with structured cabling and wireless connectivity**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$80,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Upgrade media distribution systems**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$85,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy:** Teachers will be provided with the time, training, and support to enable them to learn how to use technology as a tool for teaching, learning, management, and as a resource for personal and professional development.

**Description:**

**Activity: Contracted Professional Services**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009	\$90,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy:** Teachers will have desktop access at the classroom level to network and online resources that support planning, instruction, classroom management, and reporting.

**Description:**

**Activity:** Purchase presentation equipment and related peripherals

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$21,000.00
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**Status:** In Progress — Upcoming

**Activity:** Purchase productivity and instructional software and/or subscribe to online resources

**Description:**

**Person Responsible Timeline for Implementation Resources**

Walinsky, Lori	Start: 1/1/2009 Finish: Ongoing	\$45,000.00
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**Status:** In Progress — Upcoming

## **Statement of Quality Assurance**

Charter school has met AYP.

## **Statement of Quality Assurance - Attachments**

- 08-09 PSSA Result
- Algebra Overview and Tested Standards
- Assessment anchors
- PSSA reporting category
- State standards vs Tested standards
- PSSA Results

## **SECTION III. QUALITY OF SCHOOL DESIGN**

## **Rigorous Instructional Program**

The curriculum at Esperanza Academy is aligned to Pennsylvania standards (anchors), and is especially designed with the special needs, interests, and culture of our student population in mind. The instructional program of a student is individually aligned to their skill level. Upon entering the school in ninth grade, all students are tested in reading, mathematics, and science to determine their proper placement. Students who are coming in below grade level in any of these three areas are placed in remedial classes intended to quickly ramp them up to grade level. Students who are coming in at grade level in an area enter into our regularly designed ninth grade program. Students who are coming in scoring above grade level in any area have the option to enter into an honors course. The ninth grade experience has also been augmented with the addition of a Freshmen Seminar course intended to help ease the transition for students between middle and high school. Through Freshmen Seminar, students receive character development, information on the importance of obtaining a college degree, and the steps involved in choosing an appropriate career. Freshmen Seminar also helps students prepare for the rest of their instructional program at school by allowing them to learn about the curricular majors at Esperanza Academy. Students are also identified during intake as to whether they are at risk of dropping out. Based on educational research there are indicators in middle school that speak to the likelihood of dropping out during high school. If a student has even a single indicator additional supports such as mentoring are put into place.

In their tenth grade year, students at Esperanza Academy have the option to choose from ten curricular majors. These majors are: entrepreneurship, technology, journalism, teacher education, film, dance, visual arts, drama, voice, liberal arts, engineering, health and sciences, and instrumental music. By choosing a major, students decide to dedicate all of their elective credits toward that major. All curricular majors involve a senior experience, which allows students to do such things as participate in an internship in the community; study with a master teacher in their field; or engage in higher-level independent studies. If a student is not interested in declaring a major, they may choose a liberal arts track, which allows them to spread their electives freely amongst the over 40 elective choices in the course catalog.

One of the many ways that the instructional program is designed specifically with our students' skills in mind is our Spanish for Native Speakers program. Since more than 90 percent of our students are Latino, many are also bilingual in English and Spanish. Before taking their first year of Spanish, all students have the option to take a Spanish placement test. If they score proficient level, they may enter into the Native Speakers program, especially designed to develop the reading and writing skills of the proficient Spanish speaker.

Another course especially designed for the student success at Esperanza Academy is the Junior Seminar. In this course, students receive valuable skill reinforcement to help them perform on the state standardized exam. In addition, this course provides students with hints to help them on the SAT, and gives them structured instruction to help them prepare for their senior project, a 10-12 page research paper required for graduation.

In addition to elective choices, students may also opt to apply for honors courses in all major subject areas. Currently we have honors sections in the areas of English, Mathematics, Social Studies, Science, and Spanish (Native Speaker) at every grade level. In order to apply, students must receive approval from the appropriate department head. In addition to honors courses, we were approved by the College Board in 2007 to offer Advanced Placement (AP) Calculus, and were approved to offer AP Spanish and AP English Language in the 08-09 academic year.

## **Rigorous Instructional Program - Attachments**

- Freshmen Seminar Course Overview

- Induction Plan Approval Letter
- Professional Education Approval Letter

## **English Language Learners**

The Academy is committed to eliminating the barriers that have prevented many English Language Learners (ELLs) from achieving success in the classroom and the workplace. The Academy's approach is inclusive whenever possible. Depending on prior semester performance, those who have mastered certain skills will proceed to new material while those requiring additional instruction in given area will be provided the time and support to achieve mastery.

Currently, 17% percent of our students are Limited- English Proficient (LEP). Instruction is provided in English and to a lesser degree in Spanish. The Academy's language support program is comprised of four components: identification, assessment, services, and monitoring.

A "Home Language Survey" (HLS) is completed for every student, thus allowing the Academy to identify students who came from homes where a language other than English is spoken. If a student's HLS indicates that a language other than English is spoken in the home, it triggers assessment of the student to determine if English language support services are necessary. As of 2007 the WIDA Access Placement Test has been used to measure and place English language learners in content areas.

Four levels of language support services are available to meet the needs of the students enrolled. All ESL ELA classes consist of 90minute blocks year-long. Levels I serve those students with the least native language literacy, and no or little English proficiency. Level II is tailored to students who are literate and are close to or on grade level in their native language, but have no English proficiency. Level III students are those who have native language literacy and basic conversational English, but need English language literacy development with minimal native language support. Level IV is a transitional class where ESL students who have gone through the program but have not reach proficiency on the state mandated ACCESS exam. This class is titled "Genre Studies (S)". In addition to the four levels of ESL classes, our program will consist of an all day resource room for students in Levels III. The logic behind the all-day resource room is that while ESL III students aren't in need of pull-out instruction, they are in need of occasional support.

Each ELL is assigned to the English as a Second Language (ESL) teacher who monitors the student's progression throughout the year. The ESL teacher works closely with classroom teachers to accomplish this goal. Additionally, monitoring ensures that the appropriate level of services are provided as a student moves from level to level and assists in determining when services are no longer necessary.

## **English Language Learners - Attachments**

- amao reports
- lep Report
- Access Proficiency Scores
- ESL 1A Course Overview
- ESL 1B Course Overview
- ESL 2 Course Overview
- ESL 3 Course Overview
- amao 2007- 2009

## Graduation Requirements

The current graduation requirements are 28 credits, 100 hours of community service, Senior Project, Proficiency on PSSA Math and Reading exams and completion of a postsecondary plan of action. Currently, all curriculum is aligned to state standards, thereby meeting the graduation requirements set forth in Chapter 4 as it relates to curriculum. Social promotion is an unacceptable practice at Esperanza Academy, therefore students must show a level of proficiency in order to pass and receive course credit. Culminating projects, assuring that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding, are required in all core courses. Lastly, the successful completion and presentation of a senior project is necessary to receive a diploma.

## Special Education

At Esperanza Academy, special education services are in line with the federal special education law *Individuals with Disabilities Education Improvement Act* (IDEA 2004) as well as the State of Pennsylvania's specific guidelines. The Special Education Department provides classes for those students requiring specifically designed instruction and accommodations at an intensive level. Students are generally placed in these classes in order to provide intensive instruction for very deficient reading and/or math skills. The learning support classes and curriculum are extensive, even to the extent of providing electives within the format. The classes reflect Esperanza Academy's curriculum, Pennsylvania Academic Standards and Benchmarks, life skills, and vocational goals based on students' Individual Education Plans (IEPs). The Learning Support classes are taught by certified Special Education teachers and mirror the regular education content. These classes are student-driven, while addressing the same standards, allowing for a seamless transition into regular education classes.

Esperanza Academy practices inclusive education, and as such, the majority of students with IEPs are accommodated in regular education courses. Students who are in full time regular education courses are often served with a Para-Educator who provides support within the classroom in accordance with their IEPs. Content teachers are also provided with extensive professional development to help them make appropriate accommodations for students with special needs in their classrooms. Content teachers, in addition to the special education department, are active members of the students' IEP process by participating in the planning and implementation process.

Esperanza Academy has been in compliance regarding all appropriate laws and policies. In May 2009, Esperanza Academy successfully completed the cyclical monitoring process. Although there is always room for improvement, the special education is confident that the students' needs are being met in accordance with the law and our standard of excellence.

## Special Education - Attachments

- Special Education Policy
- Esperanza Academy Philosophy of Educating Exceptional Learners
- Special Education Annual Public Notice

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of	Other
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				Students	Information
Daniel Cote	1.00	Citizenship/Current Events	Esperanza Academy Charter High School	15	Learning Support
Lynn Haines	1.00	Fundamentals of Biology	Esperanza Academy Charter High School	12	Learning Support
John Klein	1.00	Fundamentals of English	Esperanza Academy Charter High School	6	Learning Support
Nicole Jordan	1.00	Fundamentals of Mathematics	Esperanza Academy Charter High School	6	Learning Support
Daniel Cote	1.00	Fundamentals of US History	Esperanza Academy Charter High School	24	Learning Support
Lynn Haines	1.00	Fundamentals of Science	Esperanza Academy Charter High School	11	Learning Support
Nicole Jordan	1.00	Fundamentals of Algebra	Esperanza Academy Charter High School	20	Learning Support
Nicole Jordan	1.00	Fundamentals of H.S. Mathematics	Esperanza Academy Charter High School	20	Learning Support
Daniel Cote	1.00	Fundamentals of Geography	Esperanza Academy Charter High School	9	Learning Support
Lynn Haines	1.00	Fundamentals of Environmental Science	Esperanza Academy Charter High School	12	Learning Support
Roxana Gomez	1.00	Transitional Seminar	Esperanza Academy Charter High School	10	Learning Support
John Klein	1.00	Developmental English	Esperanza Academy Charter High School	6	Learning Support
John Klein	1.00	High School Literacy B	Esperanza Academy Charter High School	21	Learning Support
John Klein	1.00	High School Literacy C	Esperanza Academy Charter High School	13	Learning Support
Lynn Haines	1.00	Fundamentals of Geometry	Esperanza Academy Charter High School	25	Learning Support

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
IJK Work and Transitional Solutions	1.00	Vocation Education and Employment Placement	Esperanza Academy Charter High School	23	Job Training and Placement

### Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	Esperanza Academy Charter High School	1.00
Paraprofessional Teaching Assistant	Esperanza Academy Charter High School	1.00
Paraprofessional Teaching Assistant	Esperanza Academy Charter High School	1.00

Paraprofessional Teaching Assistant	Esperanza Academy Charter High School	1.00
Paraprofessional Teaching Assistant	Esperanza Academy Charter High School	1.00
Special Education Administrative Assistant	Esperanza Academy Charter High School	1.00

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Mr. Anthony Webb	School Psychologist/Diagnostician	As Needed
Abington Speech Pathology Services, Inc.	Speech Therapist	30 hours
Mr. Umar Johnson	School Psychologist/Diagnostician	As Needed
Dr. Elvira Zuezo-Legido	Bi-lingual School Psychologist/Diagnostician	As Needed
Ms. La-Wanda Burke	School Psychologist/Diagnostician	As Needed

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	Yes
Study Island Benchmarks in Reading and Math	No	No	No	Yes	Yes	Yes	Yes
Scholastic Reading Inventory	No	No	No	Yes	Yes	Yes	Yes
Math Level Indicator (AGS)	No	No	No	Yes	No	No	No
Science Placement	No	No	No	Yes	No	No	No
Acuity	No	No	No	Yes	Yes	No	No
Achieve 3000	No	No	No	Yes	Yes	Yes	Yes

## Student Assessment

**a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:**

All test scores have a significant impact on curriculum and yearly measurable goal decisions. The constant attention to and modification of curriculum and instruction occurs on an on-going basis. It is not foreseeable that academic goals will change for many years to come as AYP will be forefront in priority. All student progress plans, usage of teacher observation, surveys, portfolios and other local instruments measuring student progress focus on the ultimate objective of

improving student proficiency in reading, writing and mathematics. Various measures are taken to assist in student progress. Some of these are: all incoming 9<sup>th</sup> graders are given the 8th grade level Study Island Reading Benchmark and placement tests in math and science to determine their appropriate levels and placement in the ninth grade year. School-wide testing occurs four times a year in all classes; a variety of teacher—created assessments are used to measure student progress. We also entered into a partnership with Study Island to administer benchmark testing to all students in grades 9-12 to help us better analyze their current levels and modify our curriculum and lesson planning to address areas of deficiency. Our initial PSSA scores for 2010 show amazing growth. We went from about 20% proficient or above in Reading to 51%, and from about 14% proficient or above in Math to 38%. By more than doubling our proficiency in both math and reading, we are confident that our efforts to increase academic rigor and prepare our students for academic success have been effective.

**b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.**

As part of the plan to address at risk students, Esperanza Academy has implemented two very important programs to assist students in becoming more successful. These programs are “EA’s Student Incentive Program” and the “Monitoring Program”. The incentive program is design to motivate students to succeed in three specific categories grades, discipline, and attendance. The monitoring program is designed to provide support to students with a mentor that will meet with the students weekly to gage the student’s status and provide direction and support when need it. There continues to be strategies that are in place to see that students who are at-risk of failure and not making reasonable progress are having their needs met through opportunities to receive additional resources and services.

We also continued our “Ninth Period Tutoring” program in which students who are failing a specific subject are required to stay during ninth period in that subject for an extra period in the day. It also serves as a reward and motivator for students to pass all of their classes. We plan to augment our existing Ninth Period Tutoring to include mandated tutoring for those students who do not demonstrate proficiency in math and/or reading on their Study Island benchmark exams.

While some items above are non-instructional in nature, all of the aforementioned factors are vital in assisting “at-risk of failure” students. Many of the strategies and services listed above have reduced the failure rate in the past year. Esperanza Academy is a safe environment which makes it more conducive to learning a key factor in having a safe and secure environment has been our Zero Tolerance Policy. The number of incidents involving violence this past year was the lowest in the history of Esperanza Academy. Attendance rates at Esperanza Academy are significantly higher than any other high school serving a similar population. All of this evidence suggests a strong commitment and effective efforts to improve academic performance of Esperanza Academy students that will continue until all students are at the levels determined by NCLB legislation and PA determined proficiency levels.

## **Student Assessment - Attachments**

- Preliminary 2010 PSSA Data
- PSSA Results

## **Teacher Evaluation**

Esperanza Academy has rigorous teacher observation schedule in which every teacher is observed at least six times during the school year. These observations are conducted by school administration, and department heads. Teacher observations are used as a tool to assist teachers in the areas of effective instruction, classroom management. The observations are also used in preparing an effective professional development strategy which in turn positively affects student achievement.

In order to maintain high quality observations the administrative team and department heads participated in a school professional development training in effective teacher evaluation conducted by a professional teacher training consultant. The impact of this type of training has proven to be affective evident by the instructional planning and the EA meeting AYP the past two years.

Step 1: All evaluators have received training and professional development in effective observation and evaluation techniques for all students.

Step 2: A pre-conference prior to formal evaluation

Step 3: All teaching staff will have one formal evaluation per year based on no less than 6 observations per year which are conducted by the administrative team and department heads

Step 4: Evaluations will be conducted by the Director of Instruction and Director of Curriculum.

Step 5: Teacher's will be given immediate feedback on all evaluations and observations.

Step 6: Annual determination of continued employment will be done by the Administrative team.

## **Teacher Evaluation - Attachments**

- Teacher Observation
- Annual Teacher Evaluation

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

Effective July 2010 Rev. Fred Estrada is the Board Chair.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
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Rev. Luis Cortes	(Emeritus)
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Carmen Rocha	
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Carmen Torres	Secretary
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Roger Zepernick	Treasurer
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Fred L Estrada	Chair
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John Rice	
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Maritza Rodriguez	
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## **Professional Development (Governance)**

Legal counsel attends Board meetings and trains members on legal, ethical (including the sunshine law) requirements of their position. An annual Board retreat includes training on the roles and responsibilities of board members. Training also covers charter school legislation, budget and finance issues, accountability and educational programming issues.

## **Coordination of the Governance and Management of the School**

The Board meets throughout the year to review progress and set policy. The Board chairperson is in constant contact with the CEO. Board members interact with the CEO and school administration concerning their area of expertise, as needed. Contact is maintained through the School District Charter liaison or with other district officials as needed.

## **Coordination of the Governance and Management of the School - Attachment**

- 2010-2011 Board Meeting Schedule

## **Community and Parent Engagement**

Esperanza Academy Public Charter High School recognizes that parental involvement increases the opportunity for student success. Parents are welcome at the school on a regular basis to visit classrooms, participate in group meetings, meet with their own child's teachers and administrators, chaperon activities and serve on committees.

The development and review of the school's Parent Involvement Policy will take place in the last two weeks of August. All families will be notified in a mass mailing of the evening meeting scheduled to discuss, review and improve the policy and the jointly developed school-parent compact. Enactment of the policy will follow thereafter.

The annual meeting to inform parents of the school's participation in the Title 1 program and to explain the requirements of the program as well as the right to be involved serves as the kick off to our Open House that is held the Thursday before Labor Day every year. During this meeting, parents are provided with a copy of the Title 1 School Wide Program Plan, a guided review of the plan is presented and each parent receives a review card that asks for both positive and negative comments. The parents are asked to submit their recommendations directly to our office or by mail within a week from the date of the Open House. These surveys help Esperanza Academy determine the barriers to parental participation that need to be addressed as well as measure the change in parent involvement from the preceding year. Two weeks after the Open House, a meeting is held to further review the plan and submitted recommendations in order to make any agreed upon alterations.

Parent/Teacher conferences take place every school year in November and April. Conferences take place from 1:00 pm to 8:00 pm in order to accommodate our parents' various work schedules and encourage participation. Prior to the scheduled conference day, teachers communicate to our office staff the conferences that are crucial due to student performance, attendance etc. Our office staff calls this list of parents and sets up appointments during the designated time. Parents that are not deemed crucial are also encouraged to call in and schedule an appointment for that day. We also accept walk-ins and will make arrangements for a

family conference that is convenient to staff, parent and the student if parents are unable to participate on the designated day.

Esperanza Academy provides parents with constant information regarding the curriculum, academic assessments, expected proficiency levels of students, the State's academic content standards, student achievement standards, local assessment and how to monitor a child's progress as well as how to work with the teachers through the following means:

- Ability to access students' grades, assignments, discipline incidents, and attendance through our web based system Edline.
- Quarterly mailings with progress reports and teacher correspondence
- Monthly newsletters
- Webpage information on upcoming events, resources and announcements/achievements.
- Group and individual E-mails/post mailings
- Telephone Calls
- Meetings, presentations, workshops and twice yearly parent/teacher conferences.

To encourage parent involvement we hold several workshops for parents during the school year including a technology training workshop for parents to learn how to access Edline as well as a college access workshop for parents to gather skills and knowledge in college planning, the college process and financial aid. We hold interviews with parents when their child first enrolls at Esperanza. We offer these parents presentations about our mission, philosophy, course credit structure and how our course majors work. During the school year we meet with parents whose child is struggling in order to monitor progress and come up with interventions. We also have special program workshops for parents to help them pay for college. In times of crisis we offer responsive services to answer community need including family services and referral. The Special Education Department invites parents to meetings to inform them of the services the community has to offer through the offices of social security, vocational rehabilitation, and mental retardation. They also bring presenters in to discuss education interventions parents can provide at home as well as mental health resources.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

Major fund-raisers that were held this and next year will be; bake sales and candy sale.

### **Fiscal Solvency Policies**

The Board of Directors may authorize any officer or officers, agent or agents of the Charter School, in addition to the officers as authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Charter School, and such authority may be general or confined to specific instances. All contracts in excess of \$1,500 must be reviewed and approved by Legal Counsel.

All checks or demands for money and notes of the Charter School, must be signed by two officers who are one of the following officers Nueva Esperanza, Inc. President, Financial Officer or President's written designee and one of the following officers of Charter School, Chairperson,

Treasurer, Executive Director.

All funds of the Charter School shall be deposited from time to time to the credit of the Charter School in such banks, trust companies or other depositories as the Board of Directors may approve or designate, and all such funds shall be withdrawn only upon checks signed in accordance with the requirements of Section 7.2 of this article. All checks and or cash received by the Charter School must be deposited within three (3) business days of receipt of such funds.

All funds of the Charter School shall be set forth in an Annual Budget. Charter School shall review and approve an annual budget and submit the budget for approval to Nueva Esperanza, Inc. Approval of the budget by Nueva Esperanza is required prior to the commencement of the budget spending. Non-budgeted expense shall be subject to the prior written consent of Nueva Esperanza, Inc.

## **Accounting System**

The school maintains its accounting records on a computerized system using Quick Books for accounts payable and general ledger. Payroll is done by ADP. The PA Chart of Accounts is used by Quick Books. Information is taken from Quick Books and manually entered into the PDE reports. The school's reporting system complies with GAAP.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

## **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Preliminary Statement of Revenues, Expenditures & Fund Balances 2010

## **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit**

Snyder Daitz & Co.  
1617 JFK Blvd.  
Philadelphia Pa 19103

Date of Last Audit: October 3, 2009  
Unqualified opinion with no findings

## **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment**

- 2009 Audit

## **Citations and follow-up actions for any State Audit Report**

Not Applicable

## **SECTION VII. FACILITY RESPONSIBILITIES**

## **Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year**

The facility is owned by 4261 Corp. and is leased to the school. Various equipment and office furniture was purchased and paid for out of the school's operating budget.

### **Items**

Construction of a wall including sheetrock and electrical work - \$1,120.00

Various furniture items - \$4,812.00

Student's Lockers - \$3,949.00

Sonic Wall VPN - \$1,130.00

Battery Backup - \$2,165.00

Wireless Clocks - \$2,850.00

Desktops & Printers - \$5,000.00

Folding Tables - \$2,880.00

## **Future Facility Plans and Other Capital Needs**

Esperanza Academy desires to renovate a portion of its facility (currently used for athletics) to include a larger library. A gymnasium is also in the planning stages that would service the students of the Academy. This construction and renovation would not occur during this school year.

EA has requested grades 6-8 and is awaiting response by the School Reform Commission. Once approved EA will renovate the 70,000 square feet to house grades 6-8.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students**

All health and safety requirements are addressed as per municipal, state, and federal regulations. All appropriate certificates demonstrating compliance are on file.

The wellness policy for Esperanza Academy combines the mission of the school with a strategic plan to promote student wellness through nutrition, nutrition education, physical education, health services and community involvement. This specific plan will be put in place to improve the social, emotional, physical and educational well being of the student body as a whole.

Esperanza Academy's Wellness Policy contains both nutritional and exercise component. In addition to providing foods through the National School Lunch Program or National School

Breakfast Programs, nutrition and physical education are also provided for all students as an effort to teach, promote and encourage healthy eating and lifetime fitness.

## **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments**

- Wellness Policy
- Request for Reimbursement and Report of School Health Services

## **Current School Insurance Coverage Policies and Programs**

General and Professional Liability and Umbrella Liability-Philadelphia Insurance Company

Property Insurance- Miller Capital Insurance Co.

Health-Aetna HMO for Dental, Prescription, Vision, Medical & Life Insurance Coverage

Workers Compensation - American Insurance Companies

## **Current School Insurance Coverage Policies and Programs - Attachment**

- Certificate of Insurance 09-10

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

The 2009-2010 school year boasted a staff retention rate of 94%. In addition to having such a high retention rate, the school is hiring 2 additional teachers that will assist in our quest to lower class size in order to maximize instruction. 93.5% of our staff is certified and 100% of our staff is highly qualified. There is a leadership team consisting of the CEO, Director of Instruction, Director of Curriculum, Director of Operations, Dean of Discipline, Director of Student Development and a support staff of 6. In all, Esperanza Academy has a staff consisting of 60 professional employees and strong retention numbers continue to be a positive trend at EA.

### **Quality of Teaching and Other Staff - Attachments**

- PDE 414 2010
- HQT con
- LEA Staff Profile

### **Student Enrollment**

Interested students/parents fill out an initial application form for admission to Esperanza Academy. After its' submission, students are then placed into a lottery which they would then have the opportunity to be picked and become a student at Esperanza Academy. Once

selected, an enrollment packet is to be completed and returned in a timely fashion. As part of the enrollment process students and parents are interviewed by a school administrator.

The school year began with 727 student, with 688 completing the school year. Many students leaving Esperanza Academy have expressed the school's strict behavior expectations as primary motivator for withdrawal. In addition, they cite "too much work" as another reason for their departure. Students return because of the structure and safety provided and high behavioral and academic expectations.

### **Admissions and Lottery System**

Open enrollment is conducted annually to fill places made available by withdrawing and graduated students and to determine placement on the wait list for the forthcoming year. The Open Enrollment period lasts for two weeks and is set annually by the Board. Each year, applications will be printed by the school and made available to all parents who request them. Applications will also be posted on the school's web page.

The application form will not request information relative to race, parents' place of employment, or social security number. The application does not ask for any information pertaining to the student's educational placement or status. Open Enrollment Period will be advertised on the school's web page, parent newsletter and in daily announcements. All applications received by the school will be stamped with the date of receipt. All completed applications will remain at the school. If oversubscribed, the school will follow the Public Lottery Procedures to determine acceptances and to establish the order of the waiting list. All applicants are required to submit an application each year (even if an application was submitted in the prior year). All applications received during Open Enrollment are placed in the Lottery.

For the purposes of the following procedures and rules, "Lottery" shall refer to the selection of applicant names by a random method such as the blind drawing of numbered tickets from a container. The numbering of tickets corresponds to the number placed on the application by office staff once the application is received. Lotteries are conducted by grade level respective of spots that are announced as available in a given grade. All applications received during Open Enrollment are placed in the Lottery. The only exception to this is for siblings of current Academy students. The sibling of any applicant enrolling under sibling preference must be enrolled in order for sibling preference to be in effect. An applicant sibling of an accepted Applicant applying for the same academic year in a grade that is open for admission may also receive preference. The amount of siblings being accepted is subtracted from the available spots for a given grade. That number represents the total of available spots to be chosen from for the lottery for given grade. Tickets will be sorted by grade and put into a single container by grade. Every lottery is witnessed by various stakeholder and is filmed for accountability purposes. Once the tickets are matched with names on student applications contact is made with the parent/guardian and the enrollment process begins. Students not chosen in the lottery are contacted and informed of their status on the wait list. The lottery documents (tickets and applications) are archived within the Office of the Registrar.

### **Wait List Procedures**

A complete list of students who have applied for a current year that were not chosen in a lottery make up the wait lists for each grade. Once an applicant is placed on a wait list they are contacted and informed of their status. If additional lotteries are scheduled, students are placed back into the lottery if the number of applications exceeds the available slots. Once all open places have been filled by grade, the remaining applicants are placed on the wait list by grade in enrollment number order. All applications received after Open Enrollment will be

accepted on a "First-Come, First-Serve" basis and will be added to the end of the wait list in the order in which they were received by the school.

The wait list for any given school year will be maintained for that school year until the last day of school in that year. Students who decline admission will be removed from the enrollment and wait list. Families who decline their seat(s) for admission forfeit their right to enrollment at NEA. If the family wishes to be considered at a later date after enrollment is declined, the student applicant will be placed at the bottom of the wait list for that grade.

### **Withdrawal, Transfer, and Expulsion Procedures**

Students transferring out of Esperanza Academy to another school will be required to complete a Release of School Information Form to be sent to the student's future school. Esperanza Academy will provide copies of the students' records to the new school or parent only, but the student's original cumulative folder will be maintained by Esperanza Academy.

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent or legal guardian at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the main office. On the student's last day, the withdrawal form must be presented to administration. A completed copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record. A student who is 18 or younger, who is married or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Expulsion is defined as "the removal of the right and obligation of a student to attend the Academy under the conditions set by the Board." The Chief Executive Officer will have final authority in recommending the expulsion of a student to the Board and whether a student who has been expelled may be allowed to return to school, and, if so, under what terms and conditions. If a student withdraws from the school before suspension or expulsion action, the student may be permitted to reapply to the school for admission on terms and conditions set by the CEO. No time limit will be established for the time between the withdrawal and the reapplication for admission. If a student is withdrawn pending disciplinary action, the student's readmission to Esperanza Academy will be subject to a disciplinary hearing on the suspension or expulsion matter. If a student is expelled from the Academy, he/she may not return to the Academy and must, if 17 years or younger, enroll in another high school. A student under a pending expulsion action for weapons or drugs will not be permitted to withdraw.

Esperanza Academy will permit a parent or guardian of a student to withdraw a student facing expulsion from Esperanza Academy. A parent or guardian may also withdraw a student at any time prior to a decision to suspend or expel a student. The disciplinary procedures and standards shall be applied to the hearing.

Steps and Procedures for Expulsion:

1. The Dean of Discipline may recommend expulsion of a student to the CEO.
2. The CEO may recommend expulsion to the Board of Trustees.
3. The Board of Trustees makes decisions to expel a student.

4. Notice of expulsion charges must be sent to the parent/guardian in writing. Notice will be given of the intent to expel with no less than 72 hours notice and the time and place of the hearing with the Board of Trustees. Parents may waive the right to 72 hours notice in the interest of expediting the case.
5. Student has the right to a hearing before the Board of Trustees.
6. Student has the right to counsel.
7. Student has a right to speak and produce witnesses
8. Student has a right to question witnesses.
9. Decision of the Board of Trustees is the final decision of the school.
10. Student/parent or guardian can appeal this decision to the courts.

### **Enrollment of Students**

According to Act 22 of 1997, a charter school shall enroll students who chose to apply and are residents of the school district or participating districts. Nonresident students may also be enrolled with first preference given to resident students. Capacity issues will be settled by the use of a lottery. Discrimination is prohibited in admission decisions. Esperanza Academy strictly adheres to Pennsylvania Charter School law in its admissions procedures.

There are currently no supporting documents selected for this section.

### **Transportation**

Students living 1.5 miles from school were granted a free weekly bus pass. Any student that had an IEP requiring special transportation arrangement were appropriately accommodated .

### **Food Service Program**

This year marks EA's second year self-operating its cafeteria. Two years ago, the school was granted universal status under the National School Lunch Program (through the School District of Philadelphia) because of the high numbers of students who qualify for free and reduced meals. Unfortunately, once we decided to self-operate, we lost the universal status and had to begin using the lunch program application.

At the beginning of the school year, we solicited lunch applications from students and also used Compass to determine student eligibility. As of the end of this school year, we had 489 students eligible for free meals, 65 eligible for reduced meals and the remaining paid for their lunch.

### **Student Conduct**

Esperanza Academy subscribes to a very strict set of expectations regarding student's behavior. The adoption of a strictly enforced Zero Tolerance Policy has significantly reduced the number of violent incidents. All policies and practices contained in the Code of Conduct are reviewed by legal counsel as to their compliance with Chapter 12 and 13 of the Public School Code.

For the 2009-2010 school year 119 students were involved in 224 suspension incidents and 2 students were expelled.

## **Student Conduct - Attachment**

- Code of Conduct 2009-2010

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Esperanza Academy Charter High School within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2009 - 2010 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

Verify that all DATA reports to PDE are complete

YES \_\_\_\_\_ NO \_\_\_\_\_

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Esperanza Academy Charter High School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

**The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.**

*Identify the charter school's Chief Executive Officer.*

**Name:** David Rossi   **Title:** Mr.  
**Phone:** 215-457-3667   **Fax:** 215-457-4381  
**E-mail:** drossi@neacademy.org

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*Signature of the Chief Executive Officer and Date*

*Identify the charter school's President of the Board of Trustees.*

**Name:** Fred Estrada   **Title:** Rev.  
**Phone:** 215-457-3667   **Fax:** 215-457-4381  
**E-mail:** casaestrada49@aol.com

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Margarite Pierre-Baril   **Title:** Ms.  
**Phone:** 215-457-3667   **Fax:** 215-457-4381  
**E-mail:** mbaril@neacademy.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachments**

- Assurance for the Operation of Charter School Services and Programs
- Assurance for Compliance with the Public Official & Employee Ethics.pdf