PILLAR #2: William Glasser's Quality School   http://wglasser.com

Glasser's Quality School is a complement to Invitational Education that is beneficial to all learners, and especially beneficial to Hispanic and low socioeconomic learners. It is our intention to become an officially recognized Quality School. The three prongs of a quality school are:

1. Students will understand quality

2. Coercion will be eliminated

3. Students will learn to self-evaluate

Criteria for a Quality School:

1. Relationships are based upon trust and respect, and all discipline problems, not incidents, have been eliminated.

4. Total Learning Competency is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All schooling as defined by Dr. William Glasser has been replaced by useful education.

5. All students do some Quality Work each year that is significantly beyond competence. All such work receives an "A" grade or higher, such as an "A+".

6. Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser.

7. Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasized in the school.

8. Staff, students, parents and administrators view the school as a joyful place.

At this website -- http://wglasser.com/images/glasser_forms/qsrubricdriscoll.pdf -- can be found a rubric to measure how Esperanza is meeting the criteria. Esperanza stakeholders will have continuous training and mentoring about becoming a quality school. Goals to be designated as a quality by the William Glasser Institute will continually be set.

Carol Dweck mindset: The mindset (growth versus fixed) research of Carol Dweck will be employed to support Esperanza's quality school criteria.
http://news.stanford.edu/news/2007/february7/dweck-020707.html

PILLAR #3: Best Teaching/Learning Practices

The Esperanza Elementary program of instruction will employ a number of research-based teaching and learning practices.

- **The CREDE Five Standards for Effective Pedagogy and Learning**
  http://crede.berkeley.edu/research/crede/standards.html

The CREDE standards were distilled from findings by educational researchers working with students at risk of educational failure due to cultural, language, racial, geographic, or economic factors. These standards provide principles on which to develop practices that are effective with

both majority and minority students in K-16 classrooms across subject matters, curricula, cultures and language groups.

1. Joint Productive Activity: Teacher and Students Producing Together

2. Language Development: Developing Language and Literacy Across the Curriculum

3. Contextualization: Making Meaning: Connecting School to Students' Lives

4. Challenging Activities: Teaching Complex Thinking

5. Instructional Conversation: Teaching Through Conversation

- ## **Dual Language Immersion**

Esperanza Elementary founders have chosen dual language immersion as a core school program because learning languages, becoming bilingual and biliterate, has a great positive impact on students. Research tells us that bilingualism correlates positively with the following:
   - Increased cognitive abilities and cognitive development
   - Improved attention control on cognitive tasks
   - Improved intelligence
   - Improved metalinguisitic skills
   - Enhanced memory skills and problem-solving abilities
   - Improved verbal and spatial abilities

   http://www.actfl.org/i4a/pages/Index.cfm?pageID=4526

Research studies also indicate that students who become acculturated (comfortable and competent in both their heritage culture and the dominant culture) rather than assimilated (giving up their heritage culture) have a higher self-esteem and perform better academically and socially (Conchas, 2006; Gándara, 1995; Gibson, 1993).

Research supports the idea that additive dual immersion bilingual programs are the most promising for achieving bilingual goals (Howard, Sugarman, & Christian, 2003; Lindholm-Leary, 2001; Thomas & Collier, 2002). See charts at the end of this Section on page 133 showing achievement results of different ESL/bilingual models. Two-way immersion programs are called additive bilingual programs for both dominant English speakers and dominant Spanish speakers as they give all students the opportunity to maintain and develop skills in their first language while they simultaneously acquire skills in a second language.

Dual immersion programs combine features of maintenance bilingual programs for English learners and foreign language immersion for English speakers with the following goals.

Goal 1: Bilingualism: High levels of language proficiency in English and a second language. Lindholm-Leary, K., 2000) found the following:

- Both models, 90:10 and 50:50, promoted bilingual proficiency (oral).

- 90:10 models developed higher levels of bilingual proficiency.

- *English Language Proficiency*- both English and Spanish speakers benefited equally from 90:10 and 50:50 models.

- *Spanish Language Proficiency*- More likely to occur in 90:10 models.

Goal 2: Biliteracy: High levels of academic proficiency in English and a second language. Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.

Goal 3: Multicultural competence: Understanding and appreciation of different cultures and development of high self-esteem for both native-Spanish and native-English-speaking students.

For a comparison of 90:10 and 50:50 models see a handout from Kathryn Lindholm-Leary at http://www.lindholm-leary.com/present&handout/9010v5050Info.pdf Also, Collier and Thomas (2009) have come to the following conclusion from an analysis of their research data: Overall, the two-way 90:10 is the most efficient in closing the second language achievement gap in the shortest amount of time, with 95-100% of the gap closed by 5th grade. See page 11 for additional information about 90:10.

For these reasons Esperanza will be using the research based 90:10 dual immersion model according to the chart below:

Grade	Spanish Instruction	English Instruction
K-1	90%	10%
2	80%	20%
3	70%	30%
4	60%	40%
5	50%	50%

In K-2 the English portion of the day will be devoted to English Oral Language Development in a thematic way to the Spanish portion of the day. Starting in 3rd grade all students will be explicitly taught English literacy with their Spanish literacy skills transferring.

◊ Esperanza's dual immersion program will be based on the seven Guiding Principles for Dual Language Education developed by national dual immersion experts. http://www.cal.org/twi/Guiding_Principles.pdf

   1. Assessment and Accountability

   2. Curriculum

   3. Instruction

4. Staff Quality and Professional Development

5. Program Structure

6. Family and Community

7. Support and Resources

◊ The eight features of TWIOP (Two-way Immersion Sheltered Instruction Observation Protocol) will be used to support dual immersion instruction. TWIOP has been research-proven to be effective with both native-English and native-Spanish-speaking students. Find more information about TWIOP at http://www.cal.org/twi/TWIOP.pdf.

1. Preparation

2. Building Background

3. Comprehensible Input

4. Strategies

5. Interaction

6. Practice/Application

7. Lesson Delivery

8. Review Assessment

◊ Under the umbrella of these eight features such items as thematic teaching, cooperative learning, scaffolding, TPR (Total Physical Response), differentiated instruction, "bridging" languages, flexible grouping, and other sheltered strategies that have proven to be effective will be employed. Reading instruction will be based on the CELL/XELL Model and Balanced Literacy with modifications for students who are learning bilingually. See http://www.cell-exll.com/overview.htm for the framework and research for this model.

- **Multicultural Education**
  The Center for Multicultural Education http://education.washington/edu/cme/2ndhand/htm

Esperanza will provide all students with a multicultural education. This means teaching the Core + enhancement. Enhancement means that multicultural education will be infused in language arts, history, math, science, etc., so students will build on their own experiences and also gain new perspectives.

- **Civics Education/ Service Learning/ Social Action/ Character Education**
  www.servicelearning.org/instant_info/fact_sheets/k-12_facts/why
  http://www.cortland.edu/character/articles/prin_iii.htm

  Because education of citizenship is a moral enterprise these four areas will be incorporated from K-6 in order to complement each other. As all Esperanza students are involved in quality service learning and social action opportunities while learning civics they will reap the benefits of improved academic achievement, stronger connection to the community, and

greater respect for diversity as well as foster the values and behaviors that are the goals of character education. For guidance, we will use book, *A Kids' Guide to Social Action* by Barbara Lewis and the work of *Common Ground*. Students will be involved in service learning throughout their time at Esperanza.

- **Chess and Violin**

All Esperanza students will participate in learning chess starting in kindergarten because of the many benefits it provides, including cognitive and social benefits, and thus, help students to better reach their potential. Research: http://af4c.org/

All students will all participate in learning to play the violin because research indicates that learning to play the violin is good for cognitive development and improves memory skills. Research: http://www.sciencedaily.com/releases2006/09/060920093024.htm

PILLAR #4: Community Learning Center School
http://www.childrensaidsociety.org/community-schools

A Community Learning Center School is a strategy for organizing the resources of the community around student success. Community Schools are based on a "developmental triangle," which calls for a strong instructional program, expanded learning opportunities through enrichment and services designed to remove barriers to students' learning and healthy development, so that they can thrive academically and socially. The schools offer a comprehensive, integrated approach to education that extends the hours, services and partnerships of traditional public schools. Most schools are open all day and well into the evening, six days per week, year-round.

The Children's Aid Society in New York City has pioneered the development of the Community Learning Center. Because students in Children's Aid community schools receive high quality services inside the schools, they arrive to classes ready to learn, and teachers are able to focus on instruction. Community schools produce better student and teacher attendance, increased grade retention, more appropriate referrals to special education services, improved test scores and higher parent involvement than similar schools. This work has won national and international recognition, as well as numerous awards.

Over time, Esperanza Elementary will develop as a Community Learning Center school that supports family and community engagement, while offering such services as a PreK, quality after school programs, health and social services, and adult education programs.

We have already met with representatives of the United Way of Salt Lake and the Salt Lake Community Action Program in order to establish partnerships with the objective of creating a vibrant Community Learning Center at Esperanza Elementary. We will continue this process as we work to develop the school and after the school has been established.

Academic Goals & Indicators

| Indicator - Student achievement levels		
Measure	**Metric**	**Target**
Proficiency levels on state assessments by subject	Percentage of students scoring at proficiency on CRTs in subjects (language arts, Math, language) for the 2013-14 school year	75%
Proficiency levels on reading	Proficiency score on DIEBELS Next (3rd grade) for the 2013-14 school year	81%
Proficiency levels on math	Percentage of students scoring minimum math proficiency (6th grade) for the 2013-14 school year	72%
Progress score on UPASS	Attainment of minimum status composite score (school wide) on UPASS for the 2013-14 school year	200

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www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/d4/52.pdf

THOMAS & COLLIER: SCHOOL EFFECTIVENESS FOR LANGUAGE MINORITY STUDENTS
Charts from Thomas & Collier: School Effectiveness for Language Minority Students
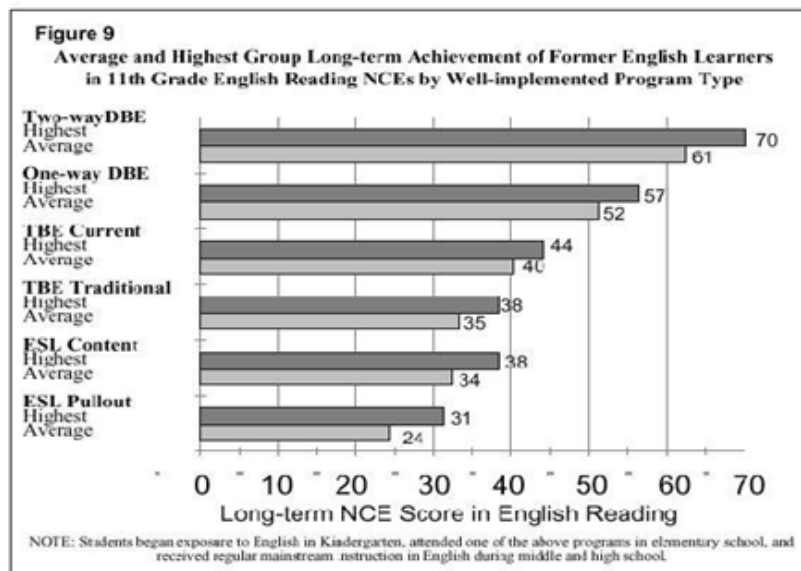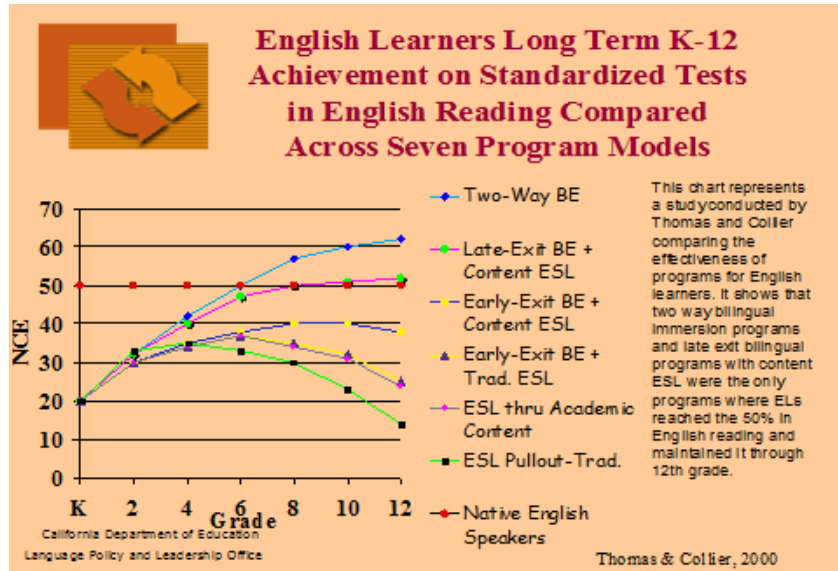
Used with permission
Morefield, J. (1996). Recreating schools for all children. *New Horizons for Learning*.
http://newhorizons.org/article_morefield.html

SECTION 13: ELEMENTARY ASSESSMENTS

The number one purpose of assessments at Esperanza will be to drive instruction in order to improve student learning. Esperanza's educators will be trained on to use the most appropriate assessments and on how to use and interpret the data from those assessments to benefit students.

Because Esperanza is a dual immersion school our assessment requirements will be even more stringent than a mainstream school for all our students must demonstrate growth and achievement in English and Spanish as well as content. Our challenge is to provide assessments that are appropriate for students who are learning bilingually. At the Center for Applied Linguistics (CAL) website there is listed a number of assessments from which we can choose that are appropriate for students learning bilingually--http://www.cal.org/twi/assessments.pdf Although state mandated tests were designed primarily for monolingual English speakers we understand the importance of administering them to demonstrate the progress and achievement of our students. Therefore, we will administer all state mandated assessments for designated grade levels and use the data along with in-house assessments to guide instruction.

There is currently no clear consensus in the field about an ideal battery of assessments for TWI programs, but there is consensus about guidelines that should be followed when choosing a battery of assessments. First, because TWI programs are designed to promote bilingualism and biliteracy, as well as grade-level academic achievement, it is important to assess students' development in language and literacy skills in both languages. Second, multiple measures should be used to provide a strong indication of students' abilities in the relevant domains. Finally, a combination of standardized tests (generally used for program evaluation purposes) and teacher-developed assessments (such as rubrics) that are tied to classroom instruction and provide information about individual student performance should be employed.

When choosing and designing appropriate assessments—both formative and summative-- for Esperanza students learning bilingually we need to first decide on standards. Because USOE has chosen WIDA standards for English we have chosen to use WIDA's Spanish language arts standards which can be found at http://wida.us/standards/slaenglish.doc These standards also come written in Spanish. We will use the work of Dr. Kathy Escamilla on what needs to be taught in Spanish literacy. This information can be found at the following website: http://www.colorado.edu/education/faculty/kathyescamilla/Docs/Escamilla_Teaching%20Literacy%20in%20Spanish.pdf Although literacy skills transfer from one language to the other there are some concepts in each language that need to be explicitly taught because they are different. These explicit concepts can be found at http://floweryschool.org/home/CA49709536052278/SLAnontransferablesMapK-2.pdf

http://floweryschool.org/home/CA49709536052278/SLAnontransferablesMap3-5.pdf

From these resources we will develop rubrics that will measure how are students are doing at each grade level and their growth. We will use for students in grades K-2nd the two resources *Instrumento de observación de los logros de la lecto-escritura inicial* by Ana María Andrade, Amelia G. M. Basurto, Olivia A. Ruiz, Marie M. Clay, Kathy Escamilla and *An Observation Survey of Early Literacy Achievement* by Marie Clay. For our 3rd-6th grade students we will use

DRAs or Lexiles in both English and Spanish to measure literacy growth. We will administer an in-house math assessment three times during the school year that measures if students are learning grade level concepts. Language assessments to measure growth in English and Spanish will be administered at every grade level. We will also implement authentic assessments such as portfolios and demonstrations of learned knowledge and skills through a product.

The *Evaluator's Toolkit for Dual Language Programs* by Dr. Kathryn Lindholm-Leary that can be downloaded at http://www.cal.org/twi/evaltoolkit/ is an excellent comprehensive tool which will be the foundation for our data analysis. An outside entity will be hired to help us use this tool to do our data analysis.

We will also use the resource: Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding Principles for Dual Language Education* (2nd ed.). Washington, DC: Center for Applied Linguistics to evaluate our program and set goals for the next year to improve our program. Find the guide at http://www.cal.org/twi/Guiding_Principles.pdf.

Because it is our goal to be designated as an "Inviting School" by the third year of operation, in our second year of operation we will also use the IAIE (International Alliance for Invitational Education) evaluation tool found at http://www.invitationaleducation.net/award/2010%20Inviting%20School%20Award%20Application.pdf to determine what goals we need to set to become an inviting school.

SECTION 29: UTAH CHARTER SCHOOLS ASSURANCES

The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that:

A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.

B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.

C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.

D. The charter school will annually maintain written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.

E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.

F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.

G. After settling any outstanding debt, all physical and other assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.

H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.

I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.

M. The charter school assures that it will not conduct a program of instruction until such time as:

(1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
(2) Adequate equipment, and materials are available; and
(3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.

Q. At the beginning of every school year and prior administering any state assessment, the charter school will review the State Ethics Policy PowerPoint with all teachers who will administer any state assessment during the school year. School test proctors are then responsible to read the *Standard Test Administration and Testing Ethics Policy for Utah Educators* brochure and then sign the *Standard Test Administration and Testing Ethics Policy* document. The signed document must be kept on file at the school.

The charter school will administer the Iowa Test of Basic Skills (IOWA), the Utah State Core Course End-of-Level Tests (Criterion Referenced Test - CRT), the Direct Writing Assessment (DWA), the Utah Basic Skills Competency Test (UBSCT), and the Utah Alternate Language Proficiency Assessment (UALPA), in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school. Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the *Standard Test Administration and Testing Ethics Policy for Utah Educators*.

The school will administer all required assessments in a secure and standardized manner, and have a process in place to administer criterion-referenced tests (CRTs) via the computer. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment. Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.

T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.

V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.

W. A copy of the charter will be supplied to interested individuals or groups on request.

X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.

Y. A secondary charter school will be accredited or in the process of seeking accreditation.

Z. The charter school will acquire and maintain nonprofit corporate status.

AA. The charter school will follow all state procurement rules.

BB. The charter school will maintain accurate student transcripts.

CC. All governing board members will attend a mandatory human resources training annually.

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

Name (type): Barbara Lovejoy

Title (type): Board Chair

Signature: _Barbara Lovejoy_

Date: _4-01-11_

Admission Procedures

Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending **Esperanza Elementary** except those allowed by law.

Esperanza Elementary will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or building will be selected for the available slots through a lottery, except that preference as allowed in law shall be given.   After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

These admission procedures have been approved in legislation and by the Utah State Board of Education. If you have other administrative details of how you intend to facilitate acceptance of applicants to your school, they should not be in conflict with the language noted above.

Proof of Insurance

Esperanza Elementary will acquire and retain a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission
- The Charter School must have an electronic student information system, SIS that can fulfill the following requirements.
  - Produce a complete USOE Clearinghouse file multiple times a year. For details see: http://www.schools.utah.gov/computerservices/Clearinghouse/Clearinghouse.htm
  - Submit electronic standardized testing "pre-load" and "all-student" files, for details see: http://www.schools.utah.gov/computerservices/Testing/Testing.htm
  - Integrate with the USOE statewide student identification, SSID system. For details see: http://www.schools.utah.gov/computerservices/SSID/USOE_SSID_User_Manual.pdf
  - Integrate with the USOE UTREx system. This system is expected to become operational during the 2010-11 school year and will replace the USOE Clearinghouse. For details see: http://www.digitalbridgeeducation.com/usoeproject.aspx

- An electronic fiscal system that can fulfill the following requirements.

- o Provide basic school accounting functions such as budgeting, payroll, accounts payable, account receivable, and personnel management.

- o Produce a USOE specified electronic file for the production of the Annual Financial Report and the Annual Program Report (AFR/APR).

- o Produce a school financial report for publication on the Web for public review. This only applies to schools with budgets that exceed one-million dollars per year.

Esperanza Elementary will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement

Esperanza Elementary is nonsectarian in its programs, admission policies, and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The principal / director for **Esperanza Elementary** will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

Assessment

Esperanza Elementary will name an individual to act as the Assessment Director prior to the first day of instruction, who shall be responsible for ensuring that all U-PASS assessments are administered in a secure and standardized manner, in accordance with information provided during regular Assessment Director meetings and specific assessment trainings.

CAO Barbara Lovejoy ____ (Print)   CAO Barbara Lovejoy ____ (Signature)
Date ___4-01-11___

Esperanza Elementary
GOALS: INDICATORS/MEASURES/METRICS/TARGETS

SECTION 3: MISSION-SPECIFIC GOALS

Indicator - *Biliteracy (Spanish and English)*		
Measure	**Metric**	**Target**
Spanish Language Literacy	Percent of 6th grade Esperanza graduates—both English dominant and Spanish dominant—score "fluent/competent" (oral, reading, writing) on the IPT Spanish Proficiency Test by Ballard & Tighe.	90%
Spanish Language Literacy	Eighty percent of Esperanza students—both Spanish dominant and English dominant—are on grade level as measured by the EDL (Evaluacion del Desarrollo de la Lectura), the Spanish version of the DRA by the end of 3rd grade.	80%
Spanish Language Literacy	Percentage of original* Esperanza students—both English dominant and Spanish dominant—score on grade level in reading, math, and science on the APRENDA (similar to the English Standard Achievement Test) when it is administered in 2nd, 4th, and 6th grades. *original students are those that began at Esperanza in Kindergarten or the 1st grade*	60% of 2nd graders 75% of 4th graders 85% of 6th graders
Spanish Language Literacy	By the end of 1st grade, percent of both dominant English speakers and dominant Spanish speakers score the following on the Spanish IDEL (Indicadores Dinámicos del Éxito en la Lectura) that will be administered 3x times during the year: ➢ Fluidez en Nombrar Letras (FNL): low risk (#1 assessment) ➢ Fluidez en la Segmentación de Fonemas (FSF): established (#3 assessment)	92%

Measure	Metric	Target
	➤ Fluidez en las Palabras sin Sentido (FPS): established (#3 assessment) ➤ Fluidez en la Lectura Oral (FLO): low risk (#3 assessment)	
English Language Literacy	Percent of Esperanza students who have been identified as English Language Learners and have been at Esperanza since K or 1st grade score "Level 5 Bridging" on Listening, Speaking, Reading and Writing, along with Comprehension on the UALPA (Utah Academic Language Proficiency Assessment) by the end of 4th grade.	92%
English Language Literacy	Percent of Esperanza students—both Spanish dominant and English dominant—are on grade level as measured by the DRA (Developmental Reading Assessment) by the end of 4th grade.	85%
English Language Literacy	By the end of 1st grade, percentage of students score the following on the English DIBELS assessment that will be administered 3x during the year: ➤ Letter naming fluency: some risk or low risk (#1 assessment) ➤ Phoneme segmentation fluency: emerging or established (#3 assessment) ➤ Nonsense word fluency: emerging or established (#3 assessment) ➤ Oral reading fluency: some risk or low risk (#3 assessment)	25% of dominant Spanish speakers 75% of dominant English speakers
NOTE: Formative and Summative assessments are administered in compliance with Utah State Office of Education requirements within each school year along with on-going curriculum based measurement (CBM) and assessment (CBA) throughout the year and are shared with students and their parents to set goals to achieve the above biliteracy objectives.		

Indicator - Skills for a Global Community		
Measure	**Metric**	**Target**

SECTION 12: STUDENT ACHIEVEMENT

Indicator - Student achievement levels		
Measure	**Metric**	**Target**
Proficiency levels on state assessments by subject	Percentage of students scoring at proficiency on CRTs in subjects (language arts, Math, language) for the 2013-14 school year	75%
Proficiency levels on reading	Proficiency score on DIEBELS Next (3rd grade) for the 2013-14 school year	81%
Proficiency levels on math	Percentage of students scoring minimum math proficiency (6th grade) for the 2013-14 school year	72%
Progress score on UPASS	Attainment of minimum status composite score (school wide) on UPASS for the 2013-14 school year	200