



ESSEX STREET ACADEMY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M294
ADDRESS: 350 GRAND STREET, NEW YORK, NY, 10002
TELEPHONE: 212-475-4773
FAX: 212-674-2058

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M294 SCHOOL NAME: Essex Street Academy

SCHOOL ADDRESS: 350 Grand Street, New York, NY 10002

SCHOOL TELEPHONE: 212-475-4773 FAX: 212-674-2058

SCHOOL CONTACT PERSON: Tamara Rivera EMAIL ADDRESS: trivera9@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Amy Basile

PRINCIPAL: Alex Shub

UFT CHAPTER LEADER: Denise Petrillo

PARENTS' ASSOCIATION PRESIDENT: Andrea Gonzales

STUDENT REPRESENTATIVE:
(Required for high schools) Quanasia Watson, Emmanuel Del Angel

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 SSO NAME: Empowerment Schools Association

SSO NETWORK LEADER: Joseph Cassidy / Alison Sheehan

SUPERINTENDENT: Francesca Pena

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Alex Shub	*Principal or Designee	
Denise Petrillo	*UFT Chapter Chairperson or Designee	
Andrea Gonzalez	*PA/PTA President or Designated Co-President	
Milagros Fonseca	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ian MacDonald	DC 37 Representative, if applicable	
Quanasia Watson	Student Representative	
Emmanuel Del Angel	Student Representative	
Adam Paredes	CBO Representative, if applicable	
Amy Basile	Member/Teacher	
Jennifer Platow	Member/Teacher	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

At Essex Street Academy, we prepare all of our students for success in college and in life by treating them as individuals with specific strengths and needs, and appealing to their intellectual curiosity in our courses. We also provide a safe learning environment where students' needs are our number one priority. We offer core and elective courses that challenge students to develop their own ideas. With an emphasis on project-based learning, students spend their four years developing a portfolio that best reflects their intellectual growth. Students learn the skill of making an argument supported by evidence by doing: designing and conducting experiments, developing a historical thesis, analyzing works of literature through a critical lens, developing mathematical solutions and proofs to problems encountered. We believe in developing students' ability to apply sophisticated skills to solve complex problems. Our students are active, not passive, and will graduate from our school confident in their ability to tackle any problem they encounter. We try to cap our class size at 20, enabling teachers to develop an individual relationship with each student. Small class sizes make a personalized approach to education possible. To be effective, teachers must know when a student is excited by an idea, when the student should be pushed in their thinking, and when a student needs help fully understanding a concept. Students are pushed to do their best work all of the time, and more importantly, on those exciting occasions when students become totally engaged with what they are studying, the teacher is there to make the most of the moment. This individualized approach keeps our students connected to school and sends them off to college excited to continue their pursuit of knowledge.

Being a teenager has never been easy. At ESA we understand the importance of feeling safe, cared for and part of a connected community. We believe everyone needs to feel comfortable and relaxed to have their minds fully available to the ideas they are encountering. Through participation in an advisory group of 12-15 students and one teacher, access to four social workers and a staff that prioritizes students above all else, the ESA staff is aware of what is going on in the lives of our students and provides the social support network they need to be happy and successful at school. These efforts are supported through a full partnership with the Greenwich Village Youth Council (GVYC) an organization that has been providing support to New York City teenagers for 34 years. Our after-school program at ESA meets every Monday, Tuesday, Thursday and Friday until 6:00 PM. Teachers and tutors offer academic support in every subject on each of these days. Teachers and volunteers run a variety of activities based on student interest. Our emphasis on academic achievement coupled with the emotional support students need to be successful gives graduates from Essex Street Academy the best chance of being successful at the college of their choice.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Essex Street Academy			
District:	02	DBN #:	M294	School BEDS Code #: 310200011294

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		86.6	82.1	79.7		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		96.6	97.9	97.5		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		70.3	74.6	73.2		
Grade 8	0	0	0						
Grade 9	102	86	102	Students in Temporary Housing: Total Number					
Grade 10	83	93	96	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	85	69	87		2	0	5		
Grade 12	0	95	68						
Ungraded	0	0	0	Recent Immigrants: Total Number					
	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Total	270	343	353		3	2	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	6	8	2	Principal Suspensions	0	3	3		
No. in Collaborative Team Teaching (CTT) Classes	4	8	29	Superintendent Suspensions	3	2	0		
Number all others	27	35	31						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	23	23	24	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	3	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	19	25	26
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	3	5	5
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	0	0	0
	9	4	6				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.7	0.6	0.6	Percent more than two years teaching in this school	10.5	24.0	34.6
Black or African American	24.1	25.7	30.6	Percent more than five years teaching anywhere	5.3	12.0	15.4
Hispanic or Latino	55.9	57.1	55.2				
Asian or Native Hawaiian/Other Pacific Isl.	5.2	6.1	5.1	Percent Masters Degree or higher	68.0	68.0	88.0
White	14.1	10.5	8.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	78.8	83.9
Multi-racial	--	--	--				
Male	53.3	52.2	51.8				
Female	46.7	47.8	48.2				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification: _____	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year _____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	IGS
	Math:			Math:	N/A
	Science:			Grad. Rate:	IGS

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				✓	N/A	85%
Ethnicity						
American Indian or Alaska Native				--	N/A	--
Black or African American				--	N/A	--
Hispanic or Latino				✓	N/A	85%
Asian or Native Hawaiian/Other Pacific Islander				--	N/A	--
White				--	N/A	--
Multiracial				--	N/A	--
Other Groups						
Students with Disabilities				--	N/A	--
Limited English Proficient				--	N/A	--
Economically Disadvantaged				✓	N/A	88%
Student groups making AYP in each subject				3 of 3	N/A	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	95.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	NR
School Environment (Comprises 15% of the Overall Score)	12.0	Quality Statement 2: Plan and Set Goals	NR
School Performance (Comprises 30% of the Overall Score)	25.0	Quality Statement 3: Align Instructional Strategy to Goals	NR
Student Progress (Comprises 55% of the Overall Score)	49.1	Quality Statement 4: Align Capacity Building to Goals	NR
Additional Credit	9.0	Quality Statement 5: Monitor and Revise	NR

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Our school is currently in its sixth year of existence. Our mission over the first five years, as the school grew to its current size and we graduated our first class, was to give every student the opportunity to go on to a college of their choosing prepared to be successful upon their arrival. Last year, approximately 85% of the second graduating class of Essex Street Academy applied and were accepted to college. The performance of our students and staff has earned us an "A" on the DOE's Progress Report for the second year in a row. We also earned an "A" in every sub-category of the Progress Report, and earned extra credit for our performance with typically underserved populations. We have been deemed "Well Developed" in every category we are assessed for in the School Quality Reviews, and every sub group of students assessed through NCLB is deemed to have made Adequate Yearly Progress. Based on these various reviews we consider our approach to be a resounding success and will continue to provide project-based learning, small class sizes, challenging curriculum, and after-school support to all of our students in an effort to continue to produce these results.

Our school graduated 81.4% of last year's graduating cohort, according to the DOE understanding of what establishes a cohort. This number includes students who had repeated school years several times before arriving at Essex Street Academy. Some of these students, typically two or three years overage, were not interested in pursuing their High School diploma, despite our best efforts to engage them in the process. Moving ahead, we are going to try and connect these students with the resources they need to complete High School in a program more suitable to them. We will only pursue this avenue after the student, and their family, has made it abundantly clear that the regular path to High School graduation in general, and Essex Street Academy in particular, is not for them. Based on these focused efforts, we hope to see a corresponding drop in our already small dropout rate as well as improvement in our attendance rate.

Based on informal interviews, and self reporting, it came to our attention that some of the students, who graduated two years ago and were accepted to college, were not able to attend due to lack of support in physically getting there, or a loss of confidence over the summer months once away from Essex Street Academy. This past summer, we focused our energy and resources to ensure that all of our students who were college bound had the support needed to begin school the subsequent fall. We worked closely with parents and families throughout the process of starting the fall semester. We continue to strive to make the dream of higher education a reality for every student we encounter.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal #1: To establish a successful college acceptance rate in comparison with schools in our cohort for the graduating seniors at Essex Street Academy. By June 2010, over 85% of current seniors will graduate and will be accepted to college.

Goal #2: Students in all grades continue to progress towards graduation at a successful rate in comparison with schools in our cohort, and schools city wide. By the end of our summer school session (August 2010), over 80% of students in the first three years of attendance at Essex Street Academy will earn 10 credits or more each year.

Goal #3: Average daily attendance for the school as a whole improves in comparison with the previous academic year, as well as the schools in our peer and city horizons. By June 2010, over 80% of the entire student population is present, on the average, for the academic year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To establish a successful college acceptance rate in comparison with schools in our cohort for the graduating seniors at Essex Street Academy. By June 2010, over 85% of current seniors will graduate and will be accepted to college.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Two full time staff members are dedicated to the college process. They provide “College Bound” introduction classes for 10th graders and “College Bound” classes for 11th graders including day trips and overnight trips to east coast colleges. The 11th graders also receive SAT-prep classes. Seniors receive individualized weekly meetings with their college counselor. They will also hold regular meetings with parents to update them on next steps in the college process. Updates sent to senior advisors from college office indicate what work remains to be completed, from essays, to recommendations, to financial aid applications. After school support available four days a week with college advisors.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Two full time college counselors give each counselor a load of approximately 40 seniors to work with. Students can receive individualized attention. The advisory system provides a second staff member who is particularly focused on helping that student complete the college process. Senior shepherds provide a third point person for students most in need. Essex Street Academy budgets to make these staffing arrangements possible, by prioritizing teachers, to reduce the student teacher ratio across the school.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>During the year we will monitor the actual progress Seniors are making towards completing their college applications, and financial aid applications. We track the progress of every student and disseminate the information to the staff responsible for working with those students including advisors, senior “Shepherds”, and administration. Attendance at college fairs. Attendance on college trips. Attendance and agendas for parent meetings. Logs of individual, and group college counseling sessions. Ultimately the percentage of seniors who graduate and are accepted to college will be used to determine if we achieved this goal successfully.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students in all grades continue to progress towards graduation at a successful rate in comparison with schools in our cohort, and schools city wide. By the end of our summer school session (August 2010), over 80% of students in the first three years of attendance at Essex Street Academy will earn 10 credits or more each year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Using interim assessment projects student needs will be periodically identified throughout the semester. Students needing extra help will be quickly identified and steered towards extra sessions following the regular school day. Advisors will work with students to regularly update an educational plan, and to make sure students are attending extra help sessions as needed. Parents will be contacted regularly by advisors to include them in their child’s educational process and to assist in focusing their children on success whenever possible. Summer school will be staffed by ESA teachers and will give students additional opportunities to make up credits they did not achieve during the school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Small class sizes are afforded by putting the bulk of Essex Street Academy’s budgetary resources into teaching staff. Small class sizes enable individualized student feedback and individualized student plans that help more students achieve success. C4E dollars helped to bring on more teachers enabling the further reduction of class size.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Performance on interim assessment tasks will be reported to advisors using <i>Salesforce</i>, our real-time, internet-based data sharing tool. Work Habits updates and mid-term Narrative Reports will be used to monitor student progress towards successful completion of courses. Credit accumulation at the semester break will be used as the clearest indicator of progress towards achieving our goal. Ultimate success will be determined at the end of the summer session when credits earned by all of our students for the 2009-2010 academic year are assessed.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Average daily attendance for the school as a whole improves in comparison with the previous academic year, as well as the schools in our peer and city horizons. By June 2010, over 80% of the entire student population is present, on the average, for the academic year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Past attendance performance, as evidenced in the school Progress Report, has heightened the importance of improving attendance for the 2009-2010 academic year. Advisors will work to develop relationships with families and will call home in the event of an absence. A school dean will make an additional call home if a student missed an entire school day, came excessively late, or missed classes during the course of the school day. An Attendance Team consisting of 8 staff members will meet regularly to develop individualized plans for students who historically have attendance issues, or students who are developing attendance issues. The Attendance Team will seek counsel from attendance specialists at the ISC. Students who have historically missed classes due to chronic attendance issues will be given support classes to help them with their regular course work.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Every teacher in the school runs an advisory enabling us to individualize student attention. In effect, every teacher is also part of the Attendance Team. Time is spent in faculty meetings discussing individual student progress, and sharing strategies that can help students to achieve success. Small class sizes help teachers to build relationships with students, and to stay on top of all students. These class sizes are partially reduced through the additional staff we were able to bring on using C4E dollars.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The Attendance Team will regularly analyze attendance reports from ATS as well as period attendance reports generated from <i>Salesforce</i> to prioritize attendance issues and assess the school's performance as a whole. Ultimate success will be determined at the end of the 2009-2010 academic year using attendance data from ATS.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
9	19	16	4	4	0	0	16	0
10	29	13	16	16	0	0	33	0
11	7	1	7	7	0	0	34	0
12	17	6	6	6	0	0	44	2

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Students in every subject are served in three ways:</p> <ol style="list-style-type: none"> 1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance. 2) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support. 3) After School, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.
Mathematics:	<p>Students in every subject are served in three ways:</p> <ol style="list-style-type: none"> 1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance. 2) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support. 3) After School, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.
Science:	<p>Students in every subject are served in three ways:</p> <ol style="list-style-type: none"> 1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance. 2) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support. 3) After School, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.

Social Studies:	<p>Students in every subject are served in three ways:</p> <ol style="list-style-type: none"> 1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance. 2) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support. 3) After School, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.
At-risk Services Provided by the Guidance Counselor:	Not Applicable as we do not have a guidance counselor on staff.
At-risk Services Provided by the School Psychologist:	There is a school based support psychologist shared by the five schools in our building who is available to assess students as needed.
At-risk Services Provided by the Social Worker:	<p>Students are seen for regular counseling sessions as individuals, and for group sessions as mandated by IEPs, and based on recommendations of staff and families. Students can also indicate a desire to receive counseling directly to a counselor and accommodations will be made within the school, or if not possible, the student will be referred to an outside agency that can provide services. The school also supervises 5 social work interns, enabling us to offer counseling to a large percentage of students in the school. School social workers are also available four days a week after school for 150 minute sessions to provide support for students and families as needed.</p>
At-risk Health-related Services:	Two diabetic students are regularly seen by the school nurse to test blood sugar levels. If levels are off food is provided.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Essex Street Academy –Language Allocation Policy September 2009

Team Composition-Language Allocation Policy

There are eight members on the team. The Principal-Alex Shub, ELL Coordinator-Denise Petrillo, Classroom Teacher-John Shafer, Classroom Teacher-Monique Velazquez, Classroom Teacher-Nick Tapino, Classroom Teacher-Caitlin Thomas, Social Worker-Erika Ward, and Parent Coordinator-Andrew Rodriguez. Our team consists of: one certified ESL teacher, one certified bilingual teacher, two certified special education teachers, one certified English teacher, one certified social worker, and a parent coordinator.

ELL Demographics\Teacher Qualifications

Essex Street Academy is a new, small school with a current population of approximately 365 students. 25 students are classified as ELL for a total of approximately 7% of the student population. The demographics of the students are shown in the table below.

Languages	9th Grade	10th Grade	11th grade	12th grade
Spanish	2	8	8	3
Chinese	1	--	--	1
Portuguese	--	--	--	--
Russian	--	--	--	1
Creole	--	--	--	1

Program Description and Parent Choice

Students entering the ELL program are given the Home Language Identification Survey. This is followed by the LAB-R and the Spanish LAB-R (Hispanic students). Parent Orientation is offered to ELL students twice a year. The orientation is presented once in the fall and once in the spring. Parents are requested to fill out the Parent Survey and Selection Form. Parents are instructed about the different programs offered by the Department of Education including Transitional Bilingual Education, Dual Language and Freestanding ESL, and given the opportunity to place their children in other environments if requested. Parents with students who have already been enrolled in ELL education complete a Continued Entitlement Form. Translation services are used from the DOE Translation and Interpretation Unit as needed. These services provide telephone

translation or document translation. Our school is able to offer ESL instruction and supplementary literacy support classes. In addition, parents can make arrangements for students whose parents request a different instructional environment. Newly admitted students/parents are given the same materials if they enroll between orientation periods by our orientation staff.

The literacy support classes for four 50-minute periods each week. The class is offered in addition to whole class settings. The students' NYSESLAT scores are assessed to build curriculum used in each class. Classes are conducted with group and individual activities. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement. The activities involve read aloud activities-group discussions and listening exercises. The students are grouped according to their shared academic classes for focused instruction in their content areas. Some of the resources that are used in the ESL program include but are not limited to The Teaching of Language Arts to Limited English Proficient/ELL:

- ESL Practice and Test Preparation-Barrett Kendall Publishing,
- A resource Guide for All Teachers
- Department of Education Performance Standards for English Language Arts, English as a Second Language, and Spanish Language Arts
- Various audio visual media compiled from the internet used with computer projections and portable lap tops
- Computer lab

All resource materials in content area are also used from the Resource Room library. Students in ESL are asked to share in their native language at times to help relate their prior knowledge to teaching in the classroom. This helps build a platform for learning through participation and a sense of involvement. Multicultural expression is promoted to enhance the students experience in language learning. Lessons in ESL include multicultural input to provide a sense of tolerance and acceptance to the many different cultures in New York City Schools and give the students a sense of belonging in the classroom.

The families of ELL students are invited to school activities by their children, or telephone translators, or written notification by translation. The families of the students are encouraged to join the PTA, School Leadership Team, or any school committees to bring their voice into the schools arena. Some of the ELL parents are attending the student performances but they have yet to be involved in any of the school committees. Native language resources are available in Spanish and we are currently updating our library to meet the needs of the other ELL students. Professional development includes the sharing of information about students among faculty and being aware of ELL classification of students. The staff wants everyone to be sure that teachers are using basic literacy skills in classrooms which ELL students attend to help promote their academic growth.

Assessment Analysis:

The table below shows the averages for the students based on level and grade.

NYSELAT	# of students	Grades	Sife	classes
Beginner (540 minutes/wk)	2	9 th	0	0
Intermediate (360 minutes/wk)	1	9 th	0	1
	3	10 th	0	1
	1	11 th	0	1
	4	12 th	0	1
Advanced (180 minutes/ wk)	0	9 th	0	1
	3	10 th	0	1
	7	11 th	0	1
	1	12 th	0	1

Essex Street Academy offers three separate classes for ESL students based on the assessed needs of the students according to their scores on the NYSELAT. Most of our students who were tested range between the Intermediate and Advanced levels (see above), while only two incoming ninth grade students tested in the Beginner stage. Some student scores reflected a need to address reading and writing fluency skills while manifesting an acceptable command of both the listening and speaking portions of the exam. Our ESL curriculum is tailored towards individualized instruction, addressing student strengths and weaknesses. One class meets every day during the regular schedule; a second class is a literacy support class that meets four times a week; and a third class meets after school, two times a week. The focus of all three classes is on writing and reading strategies to ensure that students who experience difficulty mastering the advanced or proficient levels of the academic achievement standards are provided with supplemented effective, assistance in a timely manner. Throughout the period of executing the curriculum, there are a series of perpetual formative assessments which monitor areas of both proficiency and deficiency, resulting in prompt and effective remedial instruction which can sometimes lead to recommendation for isolated focus provided by one on one tutoring. Two weeks into each semester teachers provide a detailed report, a summative assessment, reflecting student progress and gains as well as any signs of regression. If some students are not independently negotiating the learning standards and the measurable outcomes, then they are promptly mainstreamed into our daily intervention sessions which they must attend on a daily basis until such time that their performance in their courses are deemed satisfactory. Additionally, students take part in formal monthly summative assessments ensuring the parallel of student performance with that of the stated grade level expectations.

Essex Street Academy offers core and elective courses that challenge students to develop their own ideas, thus enticing the maximum intrinsic motivation to thrive and succeed. With an emphasis on project-based learning, students spend their tenure at the school developing a portfolio that best reflects their own personal and intellectual growth.

At Essex Street Academy, English language development is perpetually monitored. All students' projects are organized into individual student portfolios that are constantly reviewed and monitored by students' advisors, who in turn track student progress and skill development via the use of assessment rubrics. The School enjoys the use of a data specialist who maintains a database on the progress of each student in the school while

monitoring the completion of their promotional and graduation requirements, completing the cycle of the student monitoring process that ensures achievement, promotion, and the most reliable opportunity for student success.

Planning for ELLs

The planning for all ELL students will follow the needs of these students based on the review of the most current NYSESLAT and regents scores. These scores will clearly illustrate the needs of our current ELL population, and will be used as a framework for all ELL students that we will retain in the future. It is important to note that the students will continue to be programmed to receive at least the minimum number of minutes required by CR Part 154.

The Language Allocation Policy Team is optimistic about our mission of securing all requirements for our ELL students. We will continue to use collaboration within our ESL department to cultivate new learning strategies that are both appealing and engaging for our students. The team will meet once a month to plan meaningful professional development for the staff and to discuss student progress. ESL Teachers will be urged to attend regional workshops to advance their mastery of ESL skills and to review resources and materials from other locations and DOE approved vendors for use in our school. The ESL department will review and update their annual CEP entries to ensure that the best possible ESL education will be offered to our ELL students.

We offer core and elective courses that challenge students to develop their own ideas. With an emphasis on project-based learning, students spend their four years developing a portfolio that best reflects their intellectual growth. Students learn the skill of making an argument supported by evidence by doing: designing and conducting experiments, developing a historical thesis, analyzing works of literature through a critical lens, developing mathematical solutions and proofs to problems encountered. We believe in developing students' ability to apply sophisticated skills to solve complex problems. Our students are active, not passive, and will graduate from our school confident in their ability to tackle any problem they encounter.

We also use effective methods and instructional strategies that are based on scientifically-based research that:

1. Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
2. The instructional day at ESA is longer than mandated. We offer tutoring and enrichment activities after school Monday, Tuesday, Thursday and Friday. We also run our own credit recovery summer program for our students, run by ESA staff.
3. Small class sizes during the year, and even smaller class size during the summer, and after school allow teachers to give students personalized attention and help students make the connection to school and learning that helps them to achieve success.
4. Teachers design curriculum at ESA to prepare students for success at the college level. Curriculum is designed backwards from state standards of expectations at the graduation level and is scaffolded to ensure that students are developing the proper content mastery, and skill development along the way.

ELL Students in every subject are served in three ways:

1. Push in/pull out services provided by teachers as mandated by CR Part 154 and student performance.
2. Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.
3. After school, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.

Our school provides opportunities for all ELL children to meet the State's proficient and advanced levels of student academic achievement.

The individualized understanding of a student's academic abilities that are afforded by the small class sizes at ESA, and the project based approach described above in this section enable the staff at ESA to tailor instruction to meet the needs of the individual. Advisors help make individualized academic plans a reality for students in consultation with families, helping to establish priorities and steer students towards additional help where needed. In the first year students who reach proficiency on the NYSESLAT exam will only have one class of support to ensure they remain in good academic standards. In the second year of reaching proficiency they will be supported by a check in support class to revise work. Staff at ESA provide after school assistance in all core subjects four days a week for 150 minutes enabling students to get the individualized attention they need to do their best work.

Staff at ESA are also able to address the needs of all children in the school, but particularly the needs of low academic achieving ELL children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include tutoring, counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. Any program that is established in the school is designed to be able to help all students in the school effectively. From our college guidance groups of three students at a time, to our individual counseling sessions, all students are afforded the attention they need to be successful. If a particular student needs more individual time to achieve the goals we have laid out together, then that time is made for the student after the normal school day.

During the regular school day ESA offers Spanish and French language electives and after school we offer Italian courses that challenge students to develop their own ideas. Our school has an emphasis on project-based learning, students spend their four years developing a portfolio that best reflects their intellectual growth. We also prepare them to take the English Regents examination by having small regent prep classes which focus on the skills they need to pass the exam. Within these classes they are also taught how to use their accommodations wisely (use of a dictionary and extra time).

Resources and Support

The literacy support classes meet for four 50-minute periods each week. The class is offered in addition to whole class settings. The students' NYSESLAT scores are assessed to build curriculum used in each class. Classes are conducted with group and individual activities. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement. The activities involve read aloud activities-group discussions and listening exercises. The students are grouped according to their shared academic classes for focused instruction in their content areas. Some of the resources that are used in the ESL program include but are not limited to The Teaching of Language Arts to Limited English Proficient/ELL:

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All resource materials in content area are also used from the Resource Room library. Students in ESL are asked to share in their native language at times to help relate their prior knowledge to teaching in the classroom. This helps build a platform for learning through participation and a sense of involvement. Multicultural expression is promoted to enhance the students experience in language learning. Lessons in ESL include multicultural input to provide a sense of tolerance and acceptance to the many different cultures in New York City Schools and give the students a sense of belonging in the classroom.

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Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9, 10, 11, 12 **Number of Students to be Served:** 25 **LEP** _____ **Non-LEP** _____

Number of Teachers 5 **Other Staff (Specify)** Andrew Rodriguez, Parent Coordinator

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Essex Street Academy offers three separate classes for ESL students based on the assessed needs of the students according to their scores on the NYSELAT. Most of our students who were tested range between the Intermediate and Advanced levels (see above), while only two incoming ninth grade students tested in the Beginner stage. Some student scores reflected a need to address reading and writing fluency skills while manifesting an acceptable command of both the listening and speaking portions of the exam. Our ESL curriculum is tailored towards individualized instruction, addressing student strengths and weaknesses. One class meets every day during the regular schedule; a second class is a literacy support class that meets four times a week; and a third class meets after school, two times a week. The focus of all three classes is on writing and reading strategies to ensure that students who experience difficulty mastering the advanced or proficient levels of the academic achievement standards are provided with supplemented effective, assistance in a timely manner. Throughout the period of executing the curriculum, there are a series of perpetual formative assessments which monitor areas of both proficiency and deficiency, resulting in prompt and effective remedial instruction which can sometimes lead to recommendation for isolated focus provided by one on one tutoring. Two weeks into each semester teachers provide a detailed report, a summative assessment, reflecting student progress and gains as well as any signs of regression. If some students are not independently negotiating the learning standards and the measurable outcomes, then they are promptly mainstreamed into our daily intervention sessions which they must attend on a daily basis until such time that their performance in their courses are deemed satisfactory. Additionally, students take part in formal monthly summative assessments ensuring the parallel of student performance with that of the stated grade level expectations.

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Assessment Analysis:

The table below shows the averages for the students based on level and grade.

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All resource materials in content area are also used from the Resource Room library. Students in ESL are asked to share in their native language at times to help relate their prior knowledge to teaching in the classroom. This helps build a platform for learning through participation and a sense of involvement. Multicultural expression is promoted to enhance the students experience in language learning. Lessons in ESL include multicultural input to provide a sense of tolerance and acceptance to the many different cultures in New York City Schools and give the students a sense of belonging in the classroom.

We have composed a team of six members to execute our Language Allocation Policy (LAP) for September of 2009. The team members include Principal-Alex Shub, ELL Coordinator-Denise Petrillo, Classroom Teacher-John Shafer (our one certified ESL teacher), Classroom Teacher-Nick Tapino, Classroom Teacher-Caitlin Thomas, and Social Worker Erika Ward. The three designated ESL teachers are Denise Petrillo, John Shafer, and Monique Velazquez. ELL Coordinator Denise Petrillo is currently enrolled in an accredited ESL teaching program.

The Language Allocation Policy Team is optimistic about our mission of securing all requirements for our ELL students. We will continue to use collaboration within our ESL department to cultivate new learning strategies that are both appealing and engaging for our students. The team will meet once a month to plan meaningful professional development for the staff and to discuss student progress. ESL Teachers will be urged to attend regional workshops to advance their mastery of ESL skills and to review resources and materials from other locations and DOE approved vendors for use in our school. The ESL department will review and update their annual CEP entries to ensure that the best possible ESL education will be offered to our ELL students.

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3. After school, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.

Extracurricular Activities

At ESA we understand the importance of feeling safe, cared for and part of a connected community. We believe everyone needs to feel comfortable and relaxed to have their minds fully available to the ideas they are encountering. Through participation in an advisory group of 10-12 students and one teacher, access to four social workers and a staff that prioritizes students above all else, the ESA staff is aware of what is going on in the lives of our students and provides the social support network they need to be happy and successful at school. These efforts are supported through a full partnership with the Greenwich Village Youth Council (GVYC) an organization that has been providing support to New York City teenagers for 34 years. Our after school program at ESA meets every Monday, Tuesday, Thursday and Friday until 6:00 PM. Teachers and tutors offer academic support in every subject on each of these days. Teachers and volunteers run a variety of activities based on student interest. Our emphasis on academic achievement coupled with the emotional support students need to be successful gives graduates from Essex Street Academy the best chance of being successful at the college of their choice.

Parent Involvement

The families of ELL students are invited to school activities by their children, or telephone translators, or written notification by translation. The families of the students are encouraged to join the PTA, School Leadership Team, or any school committees to bring their voice into the schools arena. Some of the ELL parents are attending the student performances but they have yet to be involved in any of the school committees. Native language resources are available in Spanish and we are currently updating our library to meet the needs of the other ELL students. Professional development includes the sharing of information about students among faculty and being aware of ELL classification of students. The staff wants everyone to be sure that teachers are using basic literacy skills in classrooms which ELL students attend to help promote their academic growth.

Project Jump Start

In addition to the introductory assessments of ELL students, a parent and student orientation is offered to parents and students during the fall and the spring of each year. The orientation presents and opportunity for parents to fill out a Parent Survey and Selection Form and become acquainted with the variety of programs that are offered by the Department of Education, such as the Transitional Bilingual Education, Dual Language, and Freestanding ESL programs. The orientations also give the school the opportunity to identify parents and students who are in need of translation services, who may not have been identified by the Home Language Identification Survey for one reason or another. If parents and students were not identified by the survey, or during the orientation, advisors are able to identify translation needs through frequent contact with the families of their advisees. Once translation services are identified as being needed they are shared with the administrative office who ensures that documents, and oral communications are shared with the family in the target language as needed.

There are two school based support psychologist shared by the five schools in our building who is available to assess students as needed. Students are seen for regular counseling sessions as individuals, and for group sessions as mandated by IEPs, and based on recommendations of staff and families. Students can also indicate a desire to receive counseling directly to a counselor and accommodations will be made within the school, or if not possible, the student will be referred to an outside agency that can provide services. The school also supervises 5 social work interns, enabling us to offer counseling to a large percentage of students in the school. School social workers are also available four days a week after school for 150 minute sessions to provide support for students and families as needed.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

In addition to the professional development taking place at the department level, staff at ESA also participate in weekly school wide professional development meetings to discuss teaching strategies, curriculum design, and methods for effectively working with individual students, among other things. ESA also belongs to the locally based Consortium of Performance Based schools. Teachers from all of these schools meet monthly in departments to share work across the schools and reflect on best practices. ESA also belongs to the national Coalition of Essential Schools affording our teachers opportunities to share with educators from around the country who share a similar philosophy at national meetings. Our partnership with Facing History and Ourselves gives teachers additional professional development opportunities with teachers from other schools. Also, our partnership with NYU has enabled us to bring student teachers to our school on a regular basis, most of whom want to work here. We have worked with Teach for America to find qualified applicants when needed.

We have opened, with the help of the Greenwich Village Youth Council and NYU, a community center in the school building on weekends. The community center offers ESL families centralized, and familiar access to a variety of social services. In addition to academic and social activities, the community center offers family counseling in Spanish and English at the school on an as-needed basis.

At ESA, all students’ projects are collected in individual student portfolios that are constantly reviewed and monitored by students’ advisors. The data specialist also maintains a database on the progress of each student in the school in completion of their promotional and graduation requirements. Individual teachers track student progress and skills development through the use of rubrics. Therefore, ELL academic progress and English language development is constantly being monitored.

Form TIII – A (1)(b)

School: 02M294 BEDS Code: 310200011294

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$11,973.60	40 hours of per session for the entire school year for six team members (ELL Coordinator, 5 classroom teachers, 1 Social Worker): 40 hours x \$49.89 (current teacher per session rate with fringe) = \$1,995.60 per team member. \$1,995.60 x 6 = \$11,973.60 per year.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,794.90	Annual budget for classroom materials (literacy support class materials = \$687, literature books = \$3,107.90) totals \$3,794.90
Educational Software (Object Code 199)	\$3,505.00	Budgeted amount to augment literacy program
Travel	--	
Other	--	
TOTAL	\$19,273.50	

LANGUAGE ALLOCATION POLICY WORKSHEET

Part I: School ELL Profile

- A. **Language Allocation Policy Team Composition**
(see LAP Worksheet)

- B. **Teacher Qualifications**
(see LAP Worksheet)

- C. **School Demographics**
(see LAP Worksheet)

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may be possible ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also, describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

Students entering the ELL program are given the HLIS. This is followed by the LAB-R and the Spanish LAB-R (Hispanic students). Parent Orientation is offered to ELL students twice a year. The orientation is presented once in the fall and once in the spring. Parents are requested to fill out the Parent Survey and Selection Form. Translation services are used from the DOE Translation and Interpretation Unit as needed. These services provide telephone translation or document translation. Our school is able to offer ESL instruction and supplementary literacy support classes. In addition, parents can make arrangements for students whose parents request a different instructional environment. The ELL Coordinator, Denise Petrillo, administers all assessments. The ELL Coordinator annually evaluates the ELLs using the NYSESLAT every spring.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timeliness.

During the fall and spring orientations, Parents are instructed about the different programs offered by the Department of Education including Transitional Bilingual Education, Dual Language and Freestanding ESL, and given the opportunity to place their children in other environments if requested. Parents with students who have already been enrolled in ELL education complete a Continued Entitlement Form. Newly admitted students/parents are given the same materials if they enroll between orientation periods by our orientation staff.

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

Every September, the school distributes entitlement letters and selection forms in through a mailing to parents/guardians. Advisors then contact families to ensure the forms are returned.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation / communication activities with parents in their native language.

Essex Street Academy offers three separate classes for ESL students based on the assessed needs of the students according to their scores on the NYSELAT. Most of our students who were tested range between the Intermediate and Advanced levels, while only two incoming ninth grade students tested in the Beginner stage. Some student scores reflected a need to address reading and writing fluency skills while manifesting an acceptable command of both the listening and speaking portions of the exam. Our ESL curriculum is tailored towards individualized instruction, addressing student strengths and weaknesses. One class meets every day during the regular schedule; a second class is a literacy support class that meets four times a week; and a third class meets after school, two times a week. The focus of all three classes is on writing and reading strategies to ensure that students who experience difficulty mastering the advanced or proficient levels of the academic achievement standards are provided with supplemented effective, assistance in a timely manner. Throughout the period of executing the curriculum, there are a series of perpetual formative assessments which monitor areas of both proficiency and deficiency, resulting in prompt and effective remedial instruction which can sometimes lead to recommendation for isolated focus provided by one on one tutoring. Two weeks into each semester teachers provide a detailed report, a summative assessment, reflecting student progress and gains as well as any signs of regression. If some students are not independently negotiating the learning standards and the measurable outcomes, then they are promptly mainstreamed into our daily intervention sessions which they must attend on a daily basis until such time that their performance in their courses are deemed satisfactory. Additionally, students take part in formal monthly summative assessments ensuring the parallel of student performance with that of the stated grade level expectations.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers).

All of our parents / guardians have chosen Freestanding ESL whereby the students are integrated into the core curriculum classes, but have additional support as described above.

6. Are the programs offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

All of our parents / guardians have requested Freestanding ESL whereby the students are integrated into the core curriculum classes, but have additional support as described above. If parents choose a different program, we will align staff and programming to meet their requests.

Part III: ELL Demographics

A. ELL Programs

(see LAP Worksheet)

B. ELL Years of Service and Programs

(see LAP Worksheet)

C. Home Language Breakdown and ELL Programs

(see LAP Worksheet – N/A)

D. Programming and Scheduling Information

1. How is instruction delivered?

ELL students are integrated into their core curriculum classes which are populated heterogeneously. They are served in three ways:

- Push in/pull out services provided by teachers as mandated by CR Part 154 and student performance.
- Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.
- After school, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.

Our school provides opportunities for all ELL children to meet the State's proficient and advanced levels of student academic achievement. The individualized understanding of a student's academic abilities that are afforded by the small class sizes at ESA, and the project based approach described in this plan enable the staff at ESA to tailor instruction to meet the needs of the individual. Advisors help make individualized academic plans a reality for students in consultation with families, helping to establish priorities and steer students towards additional help where needed. In the first year students who reach proficiency on the NYSESLAT exam will only have one class of support to ensure they remain in good academic standards. In the second year of reaching proficiency they will be supported by a check in support class to revise work. Staff at ESA provide after school assistance in all core subjects four days a week for 150 minutes enabling students to get the individualized attention they need to do their best work.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ELS)?

Essex Street Academy offers three separate classes for ESL students based on the assessed needs of the students according to their scores on the NYSELAT. Most of our students who were tested range between the Intermediate and Advanced levels, while only two incoming ninth grade students tested in the Beginner stage. Some student scores reflected a need to address reading and writing fluency skills while manifesting an acceptable command of both the listening and speaking portions of the exam. Our ESL curriculum is tailored towards individualized instruction, addressing student strengths and weaknesses. One class meets every day during the regular schedule; a second class is a literacy support class that meets four times a week; and a third class meets after school, two times a week. The focus of all three classes is on writing and reading strategies to ensure that students who experience difficulty mastering the advanced or proficient levels of the academic achievement standards are provided with supplemented effective, assistance in a timely manner. Throughout the period of executing the curriculum, there are a series of perpetual formative assessments which monitor areas of both proficiency and deficiency, resulting in prompt and effective remedial instruction which can sometimes lead to recommendation for isolated focus provided by one on one tutoring. Two weeks into each semester teachers provide a detailed report, a summative assessment, reflecting student progress and gains as well as any signs of regression. If some students are not independently negotiating the learning standards and the measurable outcomes, then they are promptly mainstreamed into our daily intervention sessions which they must attend on a daily basis until such time that their performance in their courses are deemed satisfactory. Additionally, students take part in formal monthly summative assessments ensuring the parallel of student performance with that of the stated grade level expectations.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

ELL students are integrated into their core curriculum classes which are populated heterogeneously. The literacy support classes for four 50-minute periods each week. The class is offered in addition to whole class settings. The students' NYSELAT scores are assessed to build curriculum used in each class. Classes are conducted with group and individual activities. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement. The activities involve read aloud activities-group discussions and listening exercises. The students are grouped according to their shared academic classes for focused instruction in their content areas. Some of the resources that are used in the ESL program include but are not limited to The Teaching of Language Arts to Limited English Proficient/ELL:

- ESL Practice and Test Preparation-Barrett Kendall Publishing,
- A resource Guide for All Teachers
- Department of Education Performance Standards for English Language Arts, English as a Second Language, and Spanish Language Arts
- Various audio visual media compiled from the internet used with computer projections and portable lap tops
- Computer lab

All resource materials in content area are also used from the Resource Room library. Students in ESL are asked to share in their native language at times to help relate their prior knowledge to teaching in the classroom. This helps build a platform for learning through participation and a sense of involvement. Multicultural expression is promoted to enhance the students experience in language learning. Lessons in ESL include multicultural

input to provide a sense of tolerance and acceptance to the many different cultures in New York City Schools and give the students a sense of belonging in the classroom.

4. How do you differentiate instruction for ELL subgroups?

Instruction is differentiated based on the assessed needs of the students according to their scores on the NYSESLAT. Students who are identified as newcomers receive additional materials for use in their classes (e.g. graphic organizers, highlighters, etc.). Students who are identified as receiving service for 4 to 6 years receive the same materials as the newcomers, but also receive small-group instruction within their whole-group class setting by the push in instructor. Our Long Term ELLs are also students with special needs. They receive the same services as the newcomers as well as small-group instruction within their whole-group class setting. These students are also given the opportunity to use texts that reflect their native culture in order to encourage engagement with the material. Our SIFE students are additionally supported by our advisory system, which helps them reestablish the routine of school and academics.

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

Students in every subject are served in three ways:

- 1) Push in/pull out services provided by ELL teachers as determined by their NYSESLAT assessments.
- 2) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.
- 3) After School, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.

All instruction, except Foreign Language courses, is given in English.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

In the first year students who reach proficiency on the NYSESLAT exam will only have one class of support to ensure they remain in good academic standards. In the second year of reaching proficiency they will be supported by a check in support class to revise work. Staff at ESA provide after school assistance in all core subjects four days a week for 150 minutes enabling students to get the individualized attention they need to do their best work.

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

We are considering using either one or both of the following programs to improve our servicing of ELL students: Quality Teaching for English Learners (QTEL) and Sheltered Instruction Observation Protocol (SIOP).

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

none

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

All students at Essex Street Academy have access to all school programs. Staff at ESA provide after school assistance in all core subjects four days a week for 150 minutes enabling students to get the individualized attention they need to do their best work, and have access to ELL services.

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

The teachers at ESA are able to support ELLs using computers (either in a classroom or in a technology lab) and overhead projectors. All computers have access to the Internet. In addition, teachers have the use of textbooks and dictionaries, as well as supplies such as graphic organizers and highlighters.

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

We provide students with materials in their native language for our ESL program.

12. Do required services support, and resources correspond to, ELLs' ages and grade levels?

Yes. All support services are appropriate for High School students.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

During the spring of each year, ESA holds a new student orientation whereby incoming students are given diagnostics for math, literature, and foreign language. Staff members review the diagnostics and decide placement for the upcoming year, as well as which students, if any, would benefit from our summer program.

14. What language electives are offered to ELLs?

During the regular school day ESA offers Spanish and French language electives and after school we offer Italian courses that challenge students to develop their own ideas.

E. Schools with Dual Language Programs

Not applicable as we do not have a Dual Language Program.

F. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

Professional development includes the sharing of information about students among faculty and being aware of ELL classification of students. The staff wants everyone to be sure that teachers are using basic literacy skills in classrooms which ELL students attend to help promote their academic growth. Best practices are identified based on data of student performance correlated to methodologies and teaching strategies utilized. These practices are then turn keyed to entire departments, improving instruction school wide.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school and/or middle to high school?

Incoming ELL students are placed in an advisory with a bilingual staff member who is able to communicate with the family and alert the staff of any transitional needs. The ELL Coordinator provides teachers with the necessary data from the NYSESLAT assessment so that the teacher tailor classroom instruction.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The LAP team meets once a month to plan meaningful professional development for the staff and to discuss student progress. The team is allocated time for professional development with the staff once a month. ESL Teachers will be urged to attend regional workshops to advance their mastery of ESL skills and to review resources and materials from other locations and DOE approved vendors for use in our school.

G. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

The families of ELL students are invited to school activities by their children, or telephone translators, or written notification by translation. The families of the students are encouraged to join the PTA, School Leadership Team, or any school committees to bring their voice into the schools arena. Some of the ELL parents are attending the student performances but they have yet to be involved in any of the school committees. Native language resources are available in Spanish and we are currently updating our library to meet the needs of the other ELL students.

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

We have opened, with the help of the Greenwich Village Youth Council and NYU, a community center in the school building on weekends. The community center offers ESL families centralized, and familiar access to a variety of social services. In addition to academic and social activities, the community center offers family counseling in Spanish and English at the school on an as-needed basis.

3. How do you evaluate the needs of parents?

We evaluate the needs of parents through the HLIS and through the relationships that advisors have established with the families.

4. How do your parental involvement activities address the needs of parents?

The activities are designed to build a stronger bond with the parents. They are typically scheduled for early evening when most parents are available to come to school. The community center is open on weekends to accommodate parents' work schedules.

Part IV: Assessment Analysis

A. Assessment Analysis
(see LAP Worksheet)

B. After Reviewing and Analyzing the Assessment Data, Answer the Following:

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

There is a high correlation between attendance, years in our school, and performance on assessments. Student who attend regularly and promote with their class improve their proficiency levels every year.

2. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

Students' scores in the above areas determine the level of concentration on the specific skills by the instructor.

3. For each program, answer the following:

- a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Since ESA is a member of the New York Performance Standards Consortium, the only state exam we offer is the English Language Arts Regents. As such, we are unable to compare ELL students' performance on native language tests.

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The school leadership uses the results to determine the course offerings and programming of ELL students.

- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

In general, the school has found that the more ELL students are exposed to the English language in their core curriculum, the better they fare on the Period Assessments. The Native Language is used for specific content (e.g. texts) and to build on their prior knowledge.

- 4. For Dual Language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

Not applicable.

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

Not applicable.

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

Not applicable.

- 5. Describe how you evaluate the success of your programs for ELLs.

At the end of each year, we look for improvement in each ELL student's performance on the assessments, in classes, and on the state ELA Regents (if applicable).

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Upon entering the NYCDOE, students are given the Home Language Identification Survey. The Home Language Identification Survey is an instrument that determines the student status as language minority, and home language translation needs. Records are maintained in ATS and are used to determine which parents are in need of translation services.

In addition to the introductory assessments, a parent orientation is offered to parents during the fall and the spring of each year. The orientation presents and opportunity for parents to fill out a Parent Survey and Selection Form and become acquainted with the variety of programs that are offered by the Department of Education, such as the Transitional Bilingual Education, Dual Language and Freestanding ESL programs. The orientations also give the school the opportunity to identify parents that are in need of translation services that may not have been identified by the Home Language Identification Survey for one reason or another. If parents were not identified by the survey, or during the orientation, advisors are able to identify translation needs through frequent contact with the families of their advisees. Once translation services are identified as being needed they are shared with the administrative office that ensures documents and oral communications are shared with the family in the target language as needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After students have successfully enrolled at Essex Street Academy, mono-lingual parents who are not fluent in English are directed to complete a Continued Entitlement Form which will furnish them with translation and interpretation services offered by the DOE Translation and Interpretation Unit. These services provide telephone translation and/or document translation, whenever the school is not able to provide them. Such an itinerary of parental introduction is the standard procedure throughout the New York City Department of Education. At Essex Street Academy, we have instituted such protocol for ELL students and have manifested a firm commitment towards maintaining communication with our diverse parent body.

Approximately 60% of our population chose English and approximately 35% chose Spanish for the Home Language Identification Survey. Other languages spoken represent approximately 5% of our population, the majority of which are Chinese. Results of the Survey are shared with individual advisors ensuring that they are prepared to communicate effectively with parents.

Part B: Strategies and Activities

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

School staff provide translation of written documents in both Spanish and Chinese as needed. Parent volunteers have assisted in the translation into other languages as needed. Essential documents are translated at the time they are written, and are distributed either in the target language only, or in all translated options to ensure parents are receiving the needed communications. Our school web site is equipped with a translator option located at the top of the page. Students and families can view the web site in the languages indicated on the Home Language Identification Survey. All relevant signage in the main administrative offices is posted in multiple languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation is provided by the school in both Spanish and Chinese. Parent volunteers have aided in translating other target languages as needed. Oral translation services are provided when the school needs to contact parents for any reason, and during regularly scheduled parent meetings with school staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents are notified of their rights to translation services in target languages as identified through the processes outlined in Part A, section 1, above, through a mailing in the beginning of the school year and through an initial orientation at the start of each semester. Posters in main administrative offices inform parents of their right to translation services, and indicate what steps need to be taken to gain access to those services should they desire them.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$177,908	\$122,591	\$300,499
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,776		1,776
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,226	1,226
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,882		8,882
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6,130	6,130
6. Enter the anticipated 10% set-aside for Professional Development:	\$17,821		17,821
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$12,259	12,259

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Essex Street Academy School Parental involvement Policy

At Essex Street Academy parents are an essential part of their children’s education. We take our responsibility to involve you in your child’s education very seriously, and as such will always be available to address your concerns about your child and will keep you well informed as to the academic progress your child is making. Your primary contact at the school is your child’s advisor. You can leave messages for them by contacting the school at 212-475-4773, or you can reach them directly via email, through the school’s website at www.essexstreetacademy.org

We will communicate expectations for your child, and will update you on the individual progress they are making towards achieving those goals in the following way **each semester**.

- a. **Curriculum Night:** takes place during the first two weeks of the semester. You will have the opportunity to meet with each of your child’s teachers, receive a syllabus from each of them, and understand the material that will be covered and the expectations for passing the course.
- b. **Work Habits Report:** after the first two weeks of class you will receive this report in the mail letting you know if your child is ready for class on time, has the necessary materials, is completing class work, is completing homework, and if they are participating in class satisfactorily. Based on this report we may recommend that your child attend after school tutoring with our teaching staff so they do not fall behind in their studies.
- c. **Parent-Advisor Meetings:** These meetings take place twice during the course of the semester. Your child’s advisor will schedule a half hour meeting with you and your child to discuss the strengths and weaknesses of your child’s academic performance to date. Advisors are EXTREMELY INTERESTED to hear from you about how we can best help our students to be successful. As we always say, you are the expert on your child, so please come in ready to participate in a conversation. As was mentioned above, please do not hesitate to contact your child’s advisor at any time if you have concerns about how they are doing in school.
- d. **Narrative reports:** Once a semester you will receive a narrative description from each of your child’s teachers indicating what they are doing well, and what they need to work on in each of their classes. The narrative is accompanied by a grade, but we send the

detailed report in the hope that children will consider what it is they need to do to improve moving forward. With this in mind please take the time to read the narrative with your child. We will mail the narratives home, as well as send them home with your child.

- e. **Report cards:** Students will also receive a report card once a semester indicating whether they have made the progress discussed in meetings, narratives and through conversations with advisors.

In addition to tracking student performance in individual courses, Advisors will be discussing students' progress towards graduation and the college process. Advisors will review your child's Promotional Portfolio with you, highlighting strengths and making sure you and your child are aware of what work needs to be completed to make sure progress towards graduation is being made according to schedule. In the 11th grade college counselors will begin calling you in for evening sessions (and weekend sessions for those of you who cannot make evenings) to discuss the college process. These meetings happen early in the fall and will be followed up again in the spring.

There are also monthly PTA meetings, each of which include a Principal's address regarding the major initiatives the school is currently involved in to ensure all of our children are receiving the best education possible. We hope to see you at as many meetings as possible. The dates, times, and minutes for these meetings are all posted on the school web site. Working together we can make sure that every child that comes to Essex Street Academy receives the best education possible. We look forward to seeing you at the school.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Essex Street Academy School-Parent Compact

Parents, students, and staff at Essex Street Academy agree that we will do whatever it takes to help our children achieve success. At a minimum we will make every effort to make sure our children are in attendance at school, and are putting forth their best effort to develop as thinkers and life long learners. We will work together to ensure that any relevant information we can share to enable a student to succeed will be made available to all parties involved. Based on this information, plans will be made and actions will be taken. We will none of us be passive observers to the growth and development of our children. We will nurture our children together, and as we gain their trust by working with them to help achieve THEIR goals, we will all become partners in creating a better future for the students of Essex Street Academy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Through our interim assessment program student performance towards graduation requirement goals is tracked on a regular basis. Curriculum is adjusted across the board based on trends in student performance. Individual goals are established for students based on their performance. In this way the school is able to plan backwards from performance on graduation level tasks to assess the validity of our preparatory tasks. Student performance on preparatory tasks is reflected on by teachers in department meetings and in school wide professional development activities. Best practices are identified based on data of student performance correlated to methodologies and teaching strategies utilized. These practices are then turn keyed to entire departments, improving instruction school wide.

2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The individualized understanding of a student's academic abilities that are afforded by the small class sizes at ESA, and the project based approach described above in question 1 of this section enable the staff at ESA to tailor instruction to meet the needs of the individual. Advisors help make individualized academic plans a reality for students in consultation with families, helping to establish priorities and steer students towards additional help where needed. Staff at ESA provide after school assistance in all core subjects four days a week for 150 minutes enabling students to get the individualized attention they need to do their best work.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

The instructional day at ESA is longer than mandated. We offer tutoring and enrichment activities after school Monday, Tuesday, Thursday and Friday. We also run our own credit recovery summer program for our students, run by ESA staff. Small class sizes during the year, and even smaller class size during the summer, and after school allow teachers to give students personalized attention and help students make the connection to school and learning that helps them to achieve success.

- o Help provide an enriched and accelerated curriculum.

Teachers design curriculum at ESA to prepare students for success at the college level. Curriculum is designed backwards from state standards of expectations at the graduation level and is scaffolded to ensure that students are developing the proper content mastery, and skill development along the way.

- Meet the educational needs of historically underserved populations.

Staff at ESA are able to attend to the needs of each individual child based on the small number of students each teacher is responsible for (no more than 80 as a total teaching load) and an even smaller advisory group of 10-13 students. Students do not fall through the cracks in this situation, and as a school we are able to allocate resources and time as needed by students.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Any program that is established in the school is designed to be able to help all students in the school effectively. From our college guidance groups of three students at a time, to our individual counseling sessions, all students are afforded the attention they need to be successful. If a particular student needs more individual time to achieve the goals we have laid out together, then that time is made for the student after the normal school day.

- Are consistent with and are designed to implement State and local improvement, if any.

We use student performance data to gauge the effectiveness of any reforms we implement in the school. If the reforms are helping students to achieve goals then we keep them in place and build on them. If the reforms are not working as anticipated, we reflect on them, and either adjust them as needed, or replace them with better strategies. As indicated by our performance on outside indicators such as NCLB assessments and our Progress Report grade it seems our improvements have been in keeping with reform efforts to date.

3. Instruction by highly qualified staff.

As indicated above, over 80% of the staff at ESA is highly qualified. Remaining staff are offered the opportunity to take free courses at NYU through a partnership we enjoy with the University. Teachers also support one another through regular (weekly, or more) department meetings, and regular classroom inter-visitation.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

In addition to the professional development taking place at the department level, staff at ESA also participate in weekly school wide professional development meetings to discuss teaching strategies, curriculum design, and methods for effectively working with individual students, among other things. ESA also belongs to the locally based Consortium of Performance Based schools. Teachers from all of these schools meet monthly in departments to share work across the schools and reflect on best practices. ESA also belongs to the national Coalition of Essential Schools affording our teachers opportunities to share with educators from around the country who share a similar

philosophy at national meetings. Our partnership with Facing History and Ourselves gives teachers additional professional development opportunities with teachers from other schools.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our partnership with NYU has enabled us to bring student teachers to our school on a regular basis, most of whom want to work here. We have worked with Teach for America to find qualified applicants when needed, but for the last two years of the school, finding qualified applicants has not been a challenge.

6. Strategies to increase parental involvement through means such as family literacy services.

We are working with Greenwich Village Youth Council and NYU to explore the possibility of opening a community center in the school building on weekends to offer families centralized, and familiar access to a variety of social services. Right now we offer family counseling at the school on an as needed basis.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not applicable as we are a High School only.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are always involved in these decisions, as they have access to the data and are given time to reflect on what strategies are most successful. These discussions happen at the department level during the school day, and across departments in weekly faculty meetings.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Through the regular feedback described in the Parent Involvement Policy included above students with academic deficiencies are quickly identified. These students are then recommended for after school help where they can receive the individualized attention they need to be successful.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Multiple social workers and community workers in the school help students to make connections with these agencies as needed. Through the advisory program, the open door policy of the counseling services, and the after school program provided in partnership with the Greenwich Village Youth Council student needs are identified. Staff is then made available to help students and families cope with the issues confronting them, making connections with outside support agencies as needed.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Literature department meetings; meetings on curriculum between the Principal and each literature teacher; and faculty meetings where the entire staff evaluated student work in literature, have allowed us to examine the alignment between the New York Performance Consortium Standards; the skills in which we expect students to demonstrate proficiency in literature in grades 9 - 12; the Performance-Based tasks that are used to assess student proficiency in these skill areas; the curriculum maps developed by teachers; and the resources that they will use in their courses, as outlined by their curriculum maps.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Beginning with the development of graduation requirements that are aligned with state standards, Literature teachers scaffold their curriculum to provide instruction that will meet the needs of students at all levels, including ELLs. It is clear what students should know and be able to do at each grade level. In addition, Literature teachers have access to a wide variety of resources. They make selections based on the curriculum that they have designed, and the needs of all students.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Mathematics department meetings; meetings between individual mathematics teachers and the principal; and faculty meetings where the entire faculty has evaluated student work in mathematics has allowed us to examine the alignment between the New York Performance Consortium Standards; the Mathematics skills in which we expect students to demonstrate proficiency in grades 9 - 12; the Performance-Based tasks that are used to assess student proficiency in these skill areas; and the curriculum maps developed by teachers.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Beginning with the development of graduation requirements that are aligned with state standards, mathematics teachers scaffold their mathematics curriculum to provide instruction that will meet the needs of students at all levels. It is clear what students should know and be able to do at each grade level. A review of the mathematics curricula and the performance-based assessments completed by students at all grade levels also reveals that mathematics is being taught at the depth required by the state standards, in terms of both content and process.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Curriculum meetings between the principal and individual classroom teachers; ongoing classroom observations conducted by the assistant principal; interdepartmental classroom visits; faculty meetings and department meetings in which instructional strategies are shared and discussed; and a research study that evaluated student perceptions of Essex Street Academy have allowed us to continually assess the use of best practices and research-based instructional practices, including differentiation of instruction for all learners, as well as the use of technology in the school.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations; student interviews in the research study that evaluated student perceptions of ESA; faculty meetings; department meetings; and curriculum meetings have all showed that student-centered instruction, not direct instruction, is the dominant instructional orientation for instruction at Essex Academy. Students are frequently engaged in: seminar-style discussions; reading and writing activities supported, by teachers; independent reading and writing activities; and group work where they are interpreting texts, on both a literal and figurative level. The classroom observations, and student interviews, also showed that time spent engaged in academically relevant activities in classes, and student engagement, are both high. Students are frequently engaged in activities using technology across all subjects.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Curriculum meetings between the principal and individual classroom teachers; ongoing classroom observations conducted by the assistant principal; interdepartmental classroom visits; faculty meetings and department meetings in which instructional strategies are shared and discussed; and a research study that evaluated student perceptions of Essex Street Academy have allowed us to continually assess the use of best practices and research-based instructional practices, including differentiation of instruction for all learners, as well as the use of technology in the school.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations; student interviews in the research study that evaluated student perceptions of ESA; faculty meetings; department meetings; and curriculum meetings have all showed that student-centered instruction, not direct instruction, is the dominant instructional orientation for instruction at Essex Academy. Technology, both calculators and computer programs, such as Excel and Powerpoint, are

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

used frequently and extensively in mathematics classroom. Direct instruction is not the dominant instructional orientation; classroom observations demonstrated that group work, independent work; and hands on learning were all used frequently.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

To determine teacher turnover, the principal will review data regarding the percentages of new and transfer teachers each year.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

While some teachers have left the school, the vast majority of teachers at Essex Street Academy finish out their teaching career at Essex Street Academy. The remaining turnover seems consistent with reports of job turnover in the current job market in a variety of fields.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As a member of the Empowerment Schools Association teachers are free to attend district trainings, but more often than not choose to stay in the school community to engage in professional development here.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition, teachers have opportunities to discuss curriculum and instruction in both faculty meetings during professional development, and department meetings.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A review of agendas for the schools' weekly faculty meetings and department meetings; the student portfolios; and the data collected by the school's data specialist; allow us to continually assess whether or not ELL academic progress and English language development.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At ESA, all students' projects are collected in individual student portfolios that are constantly reviewed and monitored by students' advisors. The data specialist also maintains a database on the progress of each student in the school in completion of their promotional and graduation requirements. Individual teachers track student progress and skills development through the use of rubrics. Therefore, ELL academic progress and English language development is constantly being monitored.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Faculty meetings; department meetings; curriculum reviews; and classroom observations have allowed us to constantly evaluate our school personnel's understanding and capacity to implement the range and types of instructional approaches to improve student achievement; teachers' familiarity with the content of IEPs of their students; and their familiarity with accommodations and modifications to support these students.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In faculty meetings, department meetings, and curriculum reviews, teachers constantly evaluate instructional approaches that they are using to improve student achievement. In addition, the special education coordinator has provided teachers with copies of their students IEPs. Lastly, teachers work with a special education teacher to modify curriculum and instructional strategies based on the needs of their students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

To assess whether this finding is relevant to our school's educational program, faculty will review IEPs; the goals, objectives, and modified promotion criteria; and students' behavioral plans.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have not yet completed the process to assess the relevance of this finding to our school's educational program.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

3 (listed as UNACCOMPANIED YOUTH-DOUBLED UP)

2. Please describe the services you are planning to provide to the STH population.

Our school social workers meet regularly with these students to ensure their needs have been met and they stay in school. Since we have only a small number of Students in Temporary Housing, our two full-time social workers are able to provide these students with their full attention.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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